BOWDOIN COLLEGE BULLETIN

CATALOGUE FOR 1972-1973

September 1972

BOWDOIN COLLEGE BULLETIN

Catalogue for 1972–1973

BRUNSWICK, MAINE

"No test with respect to race, color, creed, national origin, or sex shall be imposed in the choice of Trustees, Overseers, officers, members of the Faculty, any other employees, or in the admission of students. . . ."

—By-Laws of Bowdoin College

The information in this catalogue was accurate at the time of original publication. The College reserves the right, however, to make changes in its course offerings, degree requirements, regulations and procedures, and charges as educational and financial considerations require.

BOWDOIN COLLEGE BULLETIN

Brunswick, Maine *September 1972* *Number 386*

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COLLEGE CALENDAR
1972-1973

1972

September 12, *Tuesday*. Rooms ready for occupancy by upperclassmen for the fall semester.

September 13, *Wednesday*. Rooms ready for occupancy by freshmen for the fall semester.

September 15, *Friday*. Placement tests and conferences for freshmen.

September 18, *Monday*. Fall semester of the 171st acadamic year begins at 8:00 A.M. All students required to be in residence. Registration.

September 19, *Tuesday*. Opening Convocation exercises at 11:30 A.M. in the First Parish Church.

September 20, *Wednesday*. First classes.

October 13, *Friday*. Stated fall meetings of the Governing Boards in Brunswick.

October 14, *Saturday*. Alumni Day.

October 18, *Wednesday*. Freshman review.

October 20, *Friday*. James Bowdoin Day.

October 21, *Saturday*. Parents' Day.

November 13, *Monday*. Midsemester review of classes.

November 22, *Wednesday*. Thanksgiving recess begins at the end of morning classes.

November 27, *Monday*. Thanksgiving recess ends, 8:00 A.M.

November 27, *Monday*. Last day for filing applications for scholarship aid during the spring semester.

December 15, *Friday*. Christmas vacation begins at the end of morning classes.

1973

January 3, *Wednesday*. Christmas vacation ends, 8:00 A.M.

January 3-16, *Wednesday-Tuesday*. Reading period of the fall semester.

January 17-26, *Wednesday-Friday*. Examination period of the fall semester.

January 26, *Friday*. Stated winter meetings of the Governing Boards in Boston.

January 31, *Wednesday*. Spring semester begins, 8:00 A.M.

February 17, *Saturday*. Winter House Party.

March 23, *Friday*. Spring vacation begins at the end of morning classes.

April 3, *Tuesday*. Spring vacation ends, 8:00 A.M.

April 3, *Tuesday*. Last day for filing applications for scholarship aid for the academic year 1973-1974.

April 6, *Friday*. Midsemester review of classes.

May 7-18, *Monday-Friday*. Reading period of the spring semester.

May 14, *Monday*. Last day for filing applications for all graduate scholarships.

May 21-31, *Monday-Thursday*. Examination period of the spring semester.

June 7, *Thursday*. Stated meetings of the Governing Boards in Brunswick.

June 9, *Saturday*. The 168th Commencement Exercises, 10:00 A.M.

September 11, *Tuesday*. Rooms ready for occupancy by upperclassmen for the fall semester.

1973

September 12, *Wednesday*. Rooms ready for occupancy by freshmen for the fall semester.

September 14, *Friday*. Placement tests and conferences for freshmen.

September 17, *Monday*. Fall semester of the 172nd academic year begins at 8:00 A.M. All students required to be in residence. Registration.

September 18, *Tuesday*. Opening Convocation exercises at 11:30 A.M. in the First Parish Church.

September 19, *Wednesday*. First classes.

November 21, *Wednesday*. Thanksgiving recess begins at the end of morning classes.

November 26, *Monday*. Thanksgiving recess ends, 8:00 A.M.

December 14, *Friday*. Christmas vacation begins at the end of morning classes.

1974

January 3, *Thursday*. Christmas vacation ends, 8:00 A.M.

January 3-15, *Thursday-Tuesday*. Reading period.

January 16-25, *Wednesday-Friday*. Fall semester examinations.

January 30, *Wednesday*. Spring semester begins.

March 22, *Friday*. Spring vacation begins at the end of morning classes.

April 2, *Tuesday*. Spring vacation ends, 8:00 A.M.

May 6-17, *Monday-Friday*. Reading period.

May 20-30, *Monday-Thursday*. Spring semester examinations.

June 8, *Saturday*. The 169th Commencement Exercises.

Bowdoin College: A Historical Sketch

BOWDOIN College was established by charter from the General Court of Massachusetts, June 24, 1794, after repeated petitions to the state by citizens who wanted to provide educational opportunity in the District of Maine, then a rapidly growing frontier. Practical establishment of the College was more difficult, however, than the securing of a charter. The lands granted the College by the General Court were not readily convertible into cash. Gifts for its operation were slow in coming—except for one handsome donation by James Bowdoin III, son of the late governor of Massachusetts, whom the College honors in its name. Brunswick was selected as a proper site in 1796, but the erection of a building to house the College was not accomplished until 1802. On September 2 of that year, the Reverend Joseph McKeen was installed as the first president of the College. On the next day the College began its active educational life with eight students and one faculty member, in addition to its president.

The story of Bowdoin in its early years is an index to its entire history. Its first president was a man of religion and of science. Its first benefactor was distinguished as a diplomat, as a statesman, and as a gentleman of broad culture; and the inheritance of his extensive library and his fine collection of art established at the College a lasting conviction of the wisdom of strength in these areas of institutional resources. Its original Board was composed of strongly religious men, individually devoted to the Congregational Church as thoroughly as they were to the democratic ideals of a new nation.

The curriculum during the early years was rigidly prescribed and strong in the classics. In the field of science, mathematics was soon joined by the study of chemistry and mineralogy. Though small in size, the College had some of the greatest teachers it has known, and among the early graduates were several marked for future fame: for instance, Nathan Lord (1809), for thirty-five years president of Dartmouth; Seba Smith (1818), early humorist; Jacob Abbott (1820), prolific author of the "Rollo" books; William Pitt Fessenden (1823), for a short time President Lincoln's secretary of the treasury; Franklin Pierce (1824), fourteenth president of the United States; and Nathaniel Hawthorne and Henry Wadsworth Longfellow, both of the Class of 1825.

In 1820 the College established a medical school, which in the 101 years of its existence produced many well-trained doctors who practiced in Maine and, to a lesser extent, elsewhere. In 1921, when the needed clinical facilities and technical equipment had become too complex and expensive for a small institution to supply, it was deemed expedient to discontinue the school.

Bowdoin was established more on faith than endowment, and its finances suffered severely in the aftermath of the panic of 1837. However, its growth was slow and steady. Social fraternities appeared on the campus in the 1840s, followed by organized athletics in the late 1850s. *The Bowdoin Orient,* which claims to be the oldest continuously published college weekly in the country, appeared first in 1871. As the controversy over slavery worked towards a climax, the home of Professor Smyth was a station of the "underground railroad" for escaped slaves; and here, in another professorial household, was written the book that was to arouse the conscience of a nation, *Uncle Tom's Cabin.* During the Civil War the College sent into the service a greater number of men in proportion to its size than any other college in the North.

The twenty years following the Civil War were the most critical in the history of the College. After President Harris's short term of four years (1867-1871), Joshua Lawrence Chamberlain, Maine's most distinguished war hero and governor of the state for four terms following his return to civilian life, was elected president. During these two administrations the curriculum was modernized somewhat, but the establishment of an engineering school in 1871 was unsuccessful, since it survived for only ten years. Its most famous graduate was Admiral Robert E. Peary (1877), the first to reach the North Pole.

President Chamberlain, for all his great services to college, state, and nation, was unequal to coping with the difficulties now besetting the institution: inadequate endowment and equipment, a decreasing enrollment, dissension among the faculty and Boards. Probably no one else connected with either group could have succeeded in the circumstances. Chamberlain's resignation in 1883 provided an opportunity to secure from outside the College the vigorous leadership imperatively needed.

The inauguration in 1885, after a two years' interregnum, of the Reverend William DeWitt Hyde marks the real beginning of another era. He brought to his task of rejuvenating the institution a boundless physical capacity that was matched by his awareness of a modern and changing world and by scholarly ability that made his national reputation an ornament to Bowdoin. He built the

College figuratively and literally, introducing new subjects into the curriculum and enlarging the physical facilities on the campus by over a hundred percent. Under him, enrollment increased from 119 in 1885 to 400 in 1915 and the endowment rose from $378,273 to $2,312,868. He emphasized teaching as the responsibility of the College and learning as the responsibility of the students. His vigor impregnated the whole life and spirirt of the College. It was under President Hyde that Bowdoin's philosophy of its students and of its faculty members as responsible, independent individuals became fixed.

Kenneth C. M. Sills succeeded President Hyde after the latter's death in 1917. He was a natural successor (though not a slavish disciple) of President Hyde. He carried forward his predecessor's program, seeing the College successfully through the upheavals concomitant to two wars. Under him, Bowdoin gradually emerged from being a "country college" to a new and increasingly respected status as a country-wide college. Physical facilities were improved and increased. The faculty grew from thirty-two to eighty-one; enrollment, from 400 to double that figure; and endowment, from $2,473,451 to $12,312,274. Student activities were expanded, and the fraternity system was developed into a cooperative and democratic component of student life.

President Sills was succeeded by James Stacy Coles in the fall of 1952. During his fifteen-year tenure, Bowdoin met the rapidly changing demands of society and students by introducing curricular innovations, expanding the size of its faculty and improving its facilities at a faster pace than during any comparable period in its history. It was during these years that Bowdoin thoroughly revised its curriculum, extended honors work to all gifted students, introduced independent study courses, initiated an undergraduate research fellowship program, and started its pioneering Senior Year Program. To accomplish these academic improvements, the College expanded the size of its faculty by over a third, to 109, and raised salaries to a level which has enabled it to continue attracting and retaining outstanding teachers. The value of the College's plant showed a similar dramatic increase. The Arena, Morrell Gymnasium, Senior Center, Coleman Hall, Gibson Hall, and Hawthorne-Longfellow Library were constructed. At the same time, Pickard Theater was constructed in Memorial Hall; Massachusetts Hall, Hubbard Hall, and three dormitories were renovated; and the Moulton Union and Dudley Coe Infirmary were enlarged.

President Coles resigned at the end of 1967 and a year later, on

January 1, 1969, Roger Howell, Jr., a member of Bowdoin's Class of 1958, Rhodes scholar, and chairman of the Department of History, became the tenth president of the College. Only thirty-two at the time of his election, Dr. Howell had already achieved international eminence as a scholar of British history.

Under his leadership, Bowdoin has expanded its curriculum to include Afro-American studies, a major in biochemistry, and courses concerned with our environment. It has developed as elaborate a computer facility as can be found at any undergraduate liberal arts college. It has given its students the opportunity to design courses of study that develop their distinctive interests and talents. It has given students a voice in the governance of the College through representation on more than a dozen faculty committees and through attendance at and participation in the meetings of the Governing Boards. Undoubtedly, the most dramatic change to mark his tenure thus far, however, came in September 1970 when the Governing Boards decided to admit women undergraduates for the first time in 168 years. The College has since embarked on a program to expand its enrollment to 1250 students.

Officers of Government

PRESIDENT OF THE COLLEGE

ROGER HOWELL, JR., D.Phil., LL.D., L.H.D.

TREASURER OF THE COLLEGE

ALDEN HART SAWYER, B.S.

THE PRESIDENT AND TRUSTEES

ROGER HOWELL, JR., D.Phil., LL.D., L.H.D., *President, ex officio.* (Elected 1969.)

SANFORD BURNHAM COUSINS, A.B., *Vice President.* (Elected Overseer, 1950; elected Trustee, 1959.)

LEONARD WOLSEY CRONKHITE, JR., M.D. (Elected Overseer, 1969; elected Trustee, 1970.)

WILLIAM PLUMMER DRAKE, A.M. (Elected Overseer, 1955; elected Trustee, 1970.)

LELAND MATTHEW GOODRICH, Ph.D., Sc.D. (Elected Overseer, 1961; elected Trustee, 1966.)

* CHARLES THOMAS IRELAND, JR., J.D.

GEORGE BASIL KNOX, LL.D. (Elected Overseer, 1961; elected Trustee, 1972.)

FREDERICK POWERS PERKINS, B.S. (Elected Overseer, 1962; elected Trustee, 1965.)

WILLIAM CURTIS PIERCE, A.B., LL.B. (Elected Overseer, 1962; elected Trustee, 1967.)

ALDEN HART SAWYER, B.S., *Treasurer, ex officio.* (Elected Overseer, 1954; elected Treasurer, 1967.)

BENJAMIN ROBERT SHUTE, A.B., LL.B. (Elected Overseer, 1953; elected Trustee, 1959.)

*Died June 8, 1972.

* Widgery Thomas, A.B.

Winthrop Brooks Walker, A.B., LL.B. (Elected Overseer, 1966; elected Trustee, 1970.)

Vincent Bogan Welch, A.B., LL.B. (Elected Overseer, 1962; elected Trustee, 1972.)

John Lincoln Baxter, LL.D., *Trustee Emeritus.* (Elected Overseer, 1941; elected Trustee, 1954.)

Melvin Thomas Copeland, Ph.D., Sc.D., *Trustee Emeritus.* (Elected Overseer, 1934; elected Trustee, 1947.)

Alfred Shirley Gray, A.B., B.B.A., *Trustee Emeritus.* (Elected Overseer, 1954; elected Trustee, 1961.)

William Dunning Ireland, LL.D., *Trustee Emeritus.* (Elected Overseer, 1929; elected Trustee, 1940.)

Earle Spaulding Thompson, LL.D., *Trustee Emeritus.* (Elected Overseer, 1937; elected Trustee, 1947.)

Philip Sawyer Wilder, Ed.M., *Secretary.* (Elected Overseer, 1971.)

THE BOARD OF OVERSEERS

Louis Bernstein, A.B., *President.* (Elected Overseer, 1958.)

Everett Parker Pope, A.M., *Vice President.* (Elected Overseer, 1961.)

Charles William Allen, J.D. (Elected Overseer, 1967.)

Neal Woodside Allen, Jr., Ph.D. (Elected Overseer, 1972.)

Willard Bailey Arnold III, M.S. (Elected Overseer, 1970.)

Charles Manson Barbour, M.D., C.M. (Elected Overseer, 1960.)

Robert Ness Bass, M.B.A. (Elected Overseer, 1964.)

Gerald Walter Blakeley, Jr., A.B. (Elected Overseer, 1960.)

Matthew Davidson Branche, M.D. (Elected Overseer, 1970.)

William Smith Burton, B.S., LL.B. (Elected Overseer, 1971.)

*Died February 6, 1972.

* William Hodding Carter, Jr., Litt.D., L.H.D., LL.D.

David Watson Daly Dickson, Ph.D. (Elected Overseer, 1966.)

Reverend Richard Hill Downes, A.B., S.T.B. (Elected Overseer, 1970.)

Gilbert Molleson Elliott, Jr., B.S. (Elected Overseer, 1957.)

Frank Caradoc Evans, A.M. (Elected Overseer, 1953.)

James Mark Fawcett III, A.B. (Elected Overseer, 1969.)

Joseph Lyman Fisher, Sc.D. (Elected Overseer, 1970.)

Roy Anderson Foulke, LL.D. (Elected Overseer, 1948.)

Nathan Ira Greene, A.B. (Elected Overseer, 1964.)

William Henry Gulliver, Jr., A.B., LL.B. (Elected Overseer, 1965.)

Honorable Robert Hale, LL.D. (Elected Overseer, 1931.)

Peter Francis Hayes, A.B. (Elected Overseer, 1969.)

Merton Goodell Henry, A.B., LL.B. (Elected Overseer, 1962.)

Honorable Horace Augustine Hildreth, Ed.D., D.C.L., LL.D. (Elected Overseer, 1953.)

Roger Howell, Jr., D.Phil., LL.D., L.H.D., *President of the College, ex officio.*

John Roscoe Hupper, A.B., LL.B. (Elected Overseer, 1970.)

Roscoe Cunningham Ingalls, Jr., B.S. (Elected Overseer, 1968.)

William Dunning Ireland, Jr., A.B. (Elected Overseer, 1971.)

Lewis Wertheimer Kresch, M.B.A. (Elected Overseer, 1970.)

Austin Harbutt MacCormick, Sc.D., LL.D. (Elected Overseer, 1933.)

John Francis Magee, M.B.A., A.M. (Elected Overseer, 1972.)

William Butler Mills, A.M. (Elected Overseer, 1965.)

Robert Warren Morse, Ph.D., Sc.D. (Elected Overseer, 1971.)

William Howard Niblock, L.H.D. (Elected Overseer, 1958.)

*Died April 4, 1972.

Ralph Trafton Ogden, M.D. (Elected Overseer, 1963.)

Arthur Knowlton Orne, A.B. (Elected Overseer, 1965.)

Jotham Donnell Pierce, A.B., LL.B. (Elected Overseer, 1963.)

Ezra Pike Rounds, A.B. (Elected Overseer, 1952.)

Paul Sibley, B.S. (Elected Overseer, 1960.)

Lieutenant General Robert Nelson Smith, LL.D., U.S.A.F. (Elected Overseer, 1965.)

Marshall Swan, J.D. (Elected Overseer, 1965.)

Frederick Gordon Potter Thorne, A.B. (Elected Overseer, 1972.)

Honorable Donald Wedgwood Webber, L.H.D., LL.D. (Elected Overseer, 1962.)

Philip Sawyer Wilder, Ed.M., *Secretary of the President and Trustees, ex officio.*

Richard Arthur Wiley, LL.M. (Elected Overseer, 1966.)

Neal Woodside Allen, A.M., *Overseer Emeritus.* (Elected Overseer, 1941.)

Very Reverend Chester Burge Emerson, D.D., *Overseer Emeritus.* (Elected Overseer, 1924.)

Edward Humphrey, B.S., *Overseer Emeritus.* (Elected Overseer, 1956.)

Reverend Joseph Cony MacDonald, D.D., *Overseer Emeritus.* (Elected Overseer, 1950.)

Paul Kendall Niven, A.M., *Overseer Emeritus.* (Elected Overseer, 1942.)

Karl Russell Philbrick, M.B.A., *Overseer Emeritus.* (Elected Overseer, 1964.)

Sumner Tucker Pike, Sc.D., LL.D., *Overseer Emeritus.* (Elected Overseer, 1939.)

Fred Lysander Putnam, A.M., *Overseer Emeritus.* (Elected Overseer, 1942.)

ALLAN WOODCOCK, M.D., Sc.D., *Overseer Emeritus.* (Elected Overseer, 1942.)

THOMAS PRINCE RILEY, A.B., *Secretary.* (Elected Secretary, 1955.)

COMMITTEES OF THE BOARDS

JOINT STANDING COMMITTEES

Executive: The President, Vice President of the Trustees, Mr. Sawyer, the President of the Board of Overseers, and Messrs. C. W. Allen and Hildreth.

Policy: Messrs. Cronkhite, Drake, Welch, Dickson, Fisher, Henry, Morse, J. D. Pierce, and Wiley; two teaching faculty members, and two undergraduates.

Investments: Messrs. Walker, Knox, W. C. Pierce, Blakeley, Fawcett, Gulliver, and Pope.

Educational Program: Messrs. Goodrich, W. C. Pierce, Shute, N. W. Allen, Dickson, Hayes, Niblock, Rounds, and Webber; two teaching faculty members, and two undergraduates.

Development: Messrs. Drake, Perkins, Welch, Fawcett, Greene, Hupper, Ingalls, Magee, and Mills; one teaching faculty member, and one undergraduate.

Honors: The President of the Board of Overseers, ex officio; Messrs. Goodrich, Cousins, W. C. Pierce, Burton, Fisher, and MacCormick; one teaching faculty member, and one undergraduate.

Grounds and Buildings: Messrs. Sawyer, Walker, C. W. Allen, Arnold, Bass, Elliott, Evans, and Sibley; two teaching faculty members, and two undergraduates.

Athletics: Messrs. Cousins, Shute. Branche, Elliott, Greene, and Thorne; two teaching faculty members, and two undergraduates.

Arts: Messrs. W. C. Pierce, Perkins, Shute, Hale, Hupper, W. D. Ireland, Jr., Kresch, Ogden, Orne, and Wiley; two teaching faculty members, and two undergraduates.

Library: Messrs. Morse, Goodrich, Perkins, Barbour, Downes, and Swan; one teaching faculty member, and one undergraduate.

Special Committees

Advisory Committee on Educational Television: Messrs. Cousins, Henry, and Hildreth.

Student Environment: Messrs. W. C. Pierce, Cousins, Shute, Dickson, Fisher, Hayes, Niblock, and Rounds; the Dean of Students, two teaching faculty members, and two undergraduates.

Computing Center: Messrs. Wiley, Sawyer, and Kresch; one teaching faculty member, and one undergraduate.

FACULTY REPRESENTATIVES

Professor Geary (1973), Professor Donovan (1974), and one representative to be elected.

STUDENT REPRESENTATIVES

Trustees: Gregory Leary '73 (ex officio) and David Perrin Wheeler '74.

Overseers: James Edward Lyons '74 (ex officio), Kenneth Vincent Santagata '73, and Johan Carl-Ragnar Segerdahl '74.

Officers of Instruction

ROGER HOWELL, JR., A.B. *(Bowdoin)*, B.A., M.A., D.Phil. *(Oxford)*, LL.D. *(Nasson, Colby)*, L.H.D. *(Maine)*, *President of the College and Professor of History.* (1964*)

KENNETH JAMES BOYER, A.B. *(Rochester)*, B.L.S *(New York State Library School)*, *College Editor Emeritus.* (1927)

HERBERT ROSS BROWN, B.S. *(Lafayette)*, A.M. *(Harvard)*, Ph.D. *(Columbia)*, Litt. D. *(Lafayette, Bowdoin)*, L.H.D. *(Bucknell)*, LL.D. *(Maine)*, *Professor of English and Edward Little Professor of Rhetoric and Oratory Emeritus.* (1925)

PHILIP MEADER BROWN, A.B. *(Brown)*, A.M. *(Stanford)*, Ph.D. *(Harvard)*, *Professor of Economics Emeritus.* (1934)

† EDWARD SANFORD HAMMOND, A.B., A.M. *(Yale)*, Ph.D. *(Princeton)*, *Wing Professor of Mathematics Emeritus.* (1921)

ERNST CHRISTIAN HELMREICH, A.B. *(Illinois)*, A.M., Ph.D. *(Harvard)*, *Thomas Brackett Reed Professor of History and Political Science Emeritus.* (1931)

CECIL THOMAS HOLMES, A.B. *(Bates)*, A.M., Ph.D. *(Harvard)*, *Wing Professor of Mathematics Emeritus.* (1925)

ORREN CHALMER HORMELL, A.B. *(Indiana)*, A.M. *(Indiana, Harvard)*, Ph.D. *(Harvard)*, D.C.L. *(Bowdoin)*, *DeAlva Stanwood Alexander Professor of Government Emeritus and Director of the Bureau for Research in Municipal Government Emeritus.* (1911)

MYRON ALTON JEPPESEN, B.S. *(Idaho)*, M.S., Ph.D. *(Pennsylvania State)*, *Professor of Physics and Josiah Little Professor of Natural Science Emeritus.* (1936)

SAMUEL EDWARD KAMERLING, B.S., M.S. *(New York University)*, Ph.D. *(Princeton)*, *Charles Weston Pickard Professor of Chemistry Emeritus.* (1934)

EDWARD CHASE KIRKLAND, A.B. *(Dartmouth)*, A.M., Ph.D. *(Harvard)*, M.A. *(Cambridge)*, Litt.D. *(Dartmouth, Princeton, Bowdoin)*, *Frank Munsey Professor of History Emeritus.* (1930)

*Date of first appointment to the faculty.
†Died March 21, 1972.

FRITZ CARL AUGUST KOELLN, Ph.D. *(Hamburg), George Taylor Files Professor of Modern Languages Emeritus.* (1929)

DONOVAN DEAN LANCASTER, A.B. *(Bowdoin), Director of the Moulton Union and the Centralized Dining Service Emeritus.* (1927)

EATON LEITH, A.B. *(Dartmouth),* A.M. *(Harvard), Professor of Romance Languages Emeritus.* (1936)

NOEL CHARLTON LITTLE, A.B. *(Bowdoin),* A.M., Ph.D. *(Harvard),* Sc.D. *(Bowdoin), Professor of Physics Emeritus and Josiah Little Professor of Natural Science Emeritus.* (1919)

EDITH ELLEN LYON, *Assistant, College Editor, Emerita.* (1922)

DANIEL KNOWLES MACFAYDEN, *Coach of Baseball Emeritus.* (1946)

GLENN RONELLO MCINTIRE, A.B., A.M. *(Bowdoin), Assistant Treasurer Emeritus.* (1932)

GEORGE HUNNEWELL QUINBY, A.B. *(Bowdoin),* M.F.A. *(Yale), Professor of English Emeritus.* (1934)

BURTON WAKEMAN TAYLOR, B.S. *(Yale),* Ph.D. *(Columbia), Professor of Sociology Emeritus.* (1940)

ALBERT RUDOLPH THAYER, A.B. *(Bowdoin),* A.M. *(Emerson), Harrison King McCann Professor of Oral Communication in the Department of English Emeritus.* (1924)

THOMAS CURTIS VAN CLEVE, A.B., A.M. *(Missouri),* Ph.D. *(Wisconsin),* Litt. D. *(Bowdoin), Thomas Brackett Reed Professor of History and Political Science Emeritus.* (1915)

PHILIP SAWYER WILDER, B.S. *(Bowdoin),* Ed.M. *(Harvard), Assistant to the President Emeritus.* (1927)

ALBERT ABRAHAMSON, A.B. *(Bowdoin),* A.M. *(Columbia),* Sc.D. *(Bowdoin), George Lincoln Skolfield, Jr., Professor of Economics.* (On leave of absence in the spring semester.) (1928)

JANET M. AITKEN, A.B. *(Smith),* A.M., Ph.D. *(Johns Hopkins University), Visiting Professor of Geology.* (1972)

JOHN WILLIAM AMBROSE, JR., A.B., A.M., Ph.D. *(Brown), Associate Professor of Classics.* (1966)

GEORGE ROBERT ANDERSON, A.B. *(Augustana),* Ph.D. *(Iowa), Assistant Professor of Chemistry.* (1970)

Samuel Appleton Ladd, Jr., B.S. (Bowdoin), Director of Career Counseling and Placement Emeritus. (1944)

Philip Conway Beam, A.B., A.M., Ph.D. *(Harvard), Henry Johnson Professor of Art and Archaeology and Curator of the Winslow Homer Collection.* (1936)

Robert Kingdon Beckwith, B.S. *(Lehigh),* M.S. *(Juilliard), Professor of Music.* (1953)

William Harold Bennett, A.B. *(Denver),* A.M. *(Arizona State), Instructor in Speech.* (1970)

Wendy Baron Bhattacharya, A.B., *(Maryland),* A.M. *(Brown), Instructor in Sociology.* (1972)

Ray Stuart Bicknell, B.S., M.S. *(Springfield), Coach of Basketball and Freshman Soccer and Director of the Intramural Program.* (1962)

James Edward Bland, A.B., Ph.D. *(Harvard), Assistant Professor of History.* (On leave of absence in the spring semester.) (1969)

Thomas Lynch Bohan, B.S. *(Chicago),* M.S., Ph.D. *(Illinois), Assistant Professor of Physics.* (On leave of absence in the fall semester.) (1969)

Gabriel John Brogyanyi, A.B. *(Columbia),* A.M., Ph.D. *(Cornell), Assistant Professor of Romance Languages.* (1968)

Robin Bruce Stirling Brooks, A.B. *(Columbia),* A.M. *(Yale),* Ph.D. *(University of California,* Los Angeles), *Assistant Professor of Mathematics.* (1967)

Marion Brown, Jr., *Assistant Professor of Music.* (1971)

Franklin Gorham Burroughs, Jr., A.B. *(University of the South),* A.M., Ph.D. *(Harvard), Assistant Professor of English.* (1968)

Samuel Shipp Butcher, A.B. *(Albion),* A.M., Ph.D. *(Harvard), Associate Professor of Chemistry.* (1964)

Charles Joseph Butt, B.S., M.S. *(Springfield), Coach of Soccer and Swimming and Director of the Curtis Pool.* (1961)

Helen Louise Cafferty, A.B. *(Bowling Green),* A.M. *(Syracuse), Instructor in German.* (1972)

Donald Graham Caldwell, A.B. *(University of California,* Los Angeles), A.M. *(Occidental), Assistant Professor of Music.* (1970)

Alburey Castell, A.B., A.M. *(Toronto),* Ph.D. *(Chicago), Visiting Professor of Philosophy.* (1972)

Steven Roy Cerf, A.B. *(Queens, CUNY),* M.Ph. *(Yale), Instructor in German.* (1971)

Michael Karl Chapko, B.S. *(Carnegie Institute of Technology),* A.M. *(Hunter),* Ph.D. *(CUNY), Assistant Professor of Psychology.* (1970)

Richard Leigh Chittim, A.B. *(Bowdoin),* B.A., M.A. *(Oxford), Professor of Mathematics.* (1942)

Dan Edwin Christie, A.B. *(Bowdoin),* A.M., Ph.D. *(Princeton), Wing Professor of Mathematics.* (1942)

Edmund Lawrence Coombs, B.S. *(Bowdoin), Director of Athletics and Coach of Baseball and Freshman Basketball.* (1947)

Thomas Browne Cornell, A.B. *(Amherst), Associate Professor of Art.* (On leave of absence in the spring semester.) (1962)

Herbert Randolph Coursen, Jr., A.B. *(Amherst),* A.M. *(Wesleyan),* Ph.D. *(Connecticut), Associate Professor of English.* (1964)

Louis Osborne Coxe, A.B. *(Princeton), Pierce Professor of English.* (1955)

Myron Whipple Curtis, A.B. *(Bowdoin),* A.M. *(University of California,* Los Angeles), *Director of the Computing Center and Lecturer in Mathematics.* (1965)

Athern Park Daggett, A.B. *(Bowdoin),* A.M., Ph.D. *(Harvard),* LL.D. *(Bowdoin), William Nelson Cromwell Professor of Constitutional and International Law and Government.* (On leave of absence in the spring semester.) (1930)

Nathan Dane II, A.B. *(Bowdoin),* A.M., Ph.D. *(Illinois), Winkley Professor of the Latin Language and Literature.* (1946)

Paul Gifford Darling, A.B. *(Yale),* A.M. *(New York University),* Ph.D. *(Columbia), Professor of Economics.* (1956)

Craig Dietrich, A.B. *(Chicago), Assistant Professor of History.* (1968)

John Chauncey Donovan, A.B. *(Bates),* A.M., Ph.D. *(Harvard), DeAlva Stanwood Alexander Professor of Government.* (On leave of absence in the fall semester.) (1965)

Kirk Rettig Emmert, A.B. *(Williams),* A.M., Ph.D. *(Chicago), Assistant Professor of Government.* (1967)

Thomas Jeffrey Espenshade, A.B. *(Wooster),* M.A.T. *(Yale),* A.M., Ph.D. *(Princeton), Assistant Professor of Economics.* (1972)

Stephen Charles Foster, A.B. *(Northern Illinois),* A.M. *(Illinois), Instructor in Art.* (1972)

Albert Myrick Freeman III, A.B. *(Cornell),* A.M., Ph.D. *(University of Washington), Associate Professor of Economics.* (On leave of absence.) (1965)

Alfred Herman Fuchs, A.B. *(Rutgers),* A.M. *(Ohio),* Ph.D. *(Ohio State), Professor of Psychology.* (1962)

Edward Joseph Geary, A.B. *(Maine),* A.M., Ph.D. *(Columbia),* hon. M.A. *(Harvard), Longfellow Professor of Romance Languages.* (1965)

William Davidson Geoghegan, A.B. *(Yale),* M.Div. *(Drew),* Ph.D. *(Columbia), Professor of Religion.* (1954)

Arthur LeRoy Greason, Jr., A.B. *(Wesleyan),* A.M., Ph.D. *(Harvard), Dean of the College and Professor of English.* (1952)

Charles Alfred Grobe, Jr., B.S., M.S., Ph.D. *(Michigan), Associate Professor of Mathematics.* (1964)

Elizabeth Mendell Grobe, A.B. *(Bryn Mawr),* A.M., Ph.D., *(Michigan), Lecturer in Mathematics.* (1968)

Alton Herman Gustafson, B.S. *(Massachusetts),* A.M., Ph.D. *(Harvard), Professor of Biology.* (1946)

James Lee Guth, B.S. *(Wisconsin), Instructor in Government.* (1972)

Lawrence Sargent Hall, A.B. *(Bowdoin),* A.M., Ph.D. *(Yale). Henry Leland Chapman Professor of English Literature.* (1946)

Paul Vernon Hazelton, B.S. *(Bowdoin),* Ed.M. *(Harvard), Professor of Education.* (1948)

James Lee Hodge, A.B. *(Tufts),* A.M., Ph.D. *(Pennsylvania State), Associate Professor of German.* (1961)

Wolcott Anders Hokanson, Jr., A.B. *(Bowdoin),* M.B.A. *(Harvard), Vice President for Administration and Finance* (1964) *and Lecturer in Economics* (Spring 1973)

THOMAS DUVALL HOPKINS, A.B. *(Oberlin)*, A.M., M.Phil., Ph.D. *(Yale), Assistant Professor of Economics.* (1968)

JOHN LAFOLLETTE HOWLAND, A.B. *(Bowdoin)*, Ph.D. *(Harvard), Professor of Biology.* (1963)

WILLIAM TAYLOR HUGHES, B.S., A.M. *(Indiana)*, Ph.D. *(Northwestern), Associate Professor of Physics and Astronomy.* (On leave of absence in the spring semester.) (1966)

CHARLES ELLSWORTH HUNTINGTON, A.B., Ph.D. *(Yale), Professor of Biology.* (1953)

ARTHUR MEKEEL HUSSEY II, B.S. *(Pennsylvania State)*, Ph.D. *(Illinois), Professor of Geology.* (On leave of absence in the spring semester.) (1961)

IVAN JULIAN HYAMS, B.Sc. *(Sir John Cass College,* London), Ph.D. *(Royal Holloway College,* Surrey), *Assistant Professor of Chemistry.* (1967)

ALMON ABBOTT IKELER, A.B. *(Harvard)*, A.M. *(Pittsburgh)*, Ph.D. *(London), Assistant Professor of English.* (1969)

ROBERT WELLS JOHNSON, A.B. *(Amherst)*, M.S., Ph.D. *(Massachusetts Institute of Technology), Associate Professor of Mathematics.* (1964)

JOHN MICHAEL KARL, A.B., A.M. *(Harvard), Assistant Professor of History.* (1968)

ELROY OSBORNE LACASCE, JR., A.B. *(Bowdoin)*, A.M. *(Harvard)*, Ph.D. *(Brown), Professor of Physics.* (1947)

MORTIMER FERRIS LAPOINTE, B.S. *(Trinity)*, M.A.L.S. *(Wesleyan), Coach of Lacrosse, Freshman Hockey, and Freshman Football.* (1969)

JAMES SPENCER LENTZ, A.B. *(Gettysburg)*, A.M. *(Columbia), Coach of Football and Freshman Lacrosse.* (1968)

DANIEL LEVINE, A.B. *(Antioch)*, A.M., Ph.D. *(Northwestern), Professor of History.* (On leave of absence.) (1963)

MIKE LINKOVICH, A.B. *(Davis and Elkins), Trainer in the Department of Physical Education.* (1954)

BURKE O'CONNOR LONG, A.B. *(Randolph-Macon)*, B.D., A.M., Ph.D. *(Yale), Assistant Professor of Religion.* (1968)

James Paul McDermott, A.B. *(Wesleyan)*, B.D. *(Yale)*, A.M., Ph.D. *(Princeton), Assistant Professor of Religion.* (1970)

Charles Douglas McGee, B.S., A.M. *(Northwestern)*, Ph.D. *(Harvard), Professor of Philosophy.* (1963)

John McKee, A.B. *(Dartmouth)*, A.M. *(Princeton), Lecturer in Art.* (1969)

John Buell Mathis, B.S. *(Yale)*, Ph.D. *(Massachusetts Institute of Technology), Assistant Professor of Chemistry.* (On leave of absence.) (1969)

Dana Walker Mayo, B.S. *(Massachusetts Institute of Technology)*, Ph.D. *(Indiana), Charles Weston Pickard Professor of Chemistry.* (1962)

Richard Ernest Morgan, A.B. *(Bowdoin)*, A.M., Ph.D. *(Columbia), Associate Professor of Government.* (1969)

Nizaralli Abdulalli Motani, A.B. *(University of East Africa)*, Ph.D. *(University of London), Visiting Lecturer in African Studies in the Department of History.* (1972)

James Malcolm Moulton, B.S. *(Massachusetts)*, A.M., Ph.D. *(Harvard), Professor of Biology.* (1952)

Joseph Nicoletti, A.B. *(Queens, CUNY), Instructor in Art.* (1972)

David Robert Novack, A.B. *(Massachusetts)*, A.M. *(New York University), Instructor in Sociology.* (1972)

Robert Raymond Nunn, A.B. *(Rutgers)*, A.M. *(Middlebury)*, Ph.D. *(Columbia), Associate Professor of Romance Languages.* (1959)

Paul Luther Nyhus, A.B. *(Augsburg)*, S.T.B., Ph.D. *(Harvard), Dean of Students and Assistant Professor of History.* (1966)

David Scott Palmer, A.B. *(Dartmouth)*, A.M. *(Stanford), Instructor in Government.* (1972)

Duane Alan Paluska, A.B. *(Knox)*, A.M. *(Middlebury)*, Ph.D. *(Brandeis), Assistant Professor of English.* (1968)

Joel Peskay, A.B. *(City College of New York), Instructor in Psychology.* (1972)

Edward Pols, A.B., A.M., Ph.D. *(Harvard), Professor of Philosophy.* (On leave of absence.) (1949)

Christian Peter Potholm II, A.B. *(Bowdoin),* A.M., M.A.L.D., Ph.D. *(Tufts), Associate Professor of Government.* (1970)

James Daniel Redwine, Jr., A.B. *(Duke),* A.M. *(Columbia),* Ph.D. *(Princeton), Associate Professor of English.* (On leave of absence.) (1963)

Edward Thomas Reid, *Coach of Squash and Tennis.* (1969)

John Cornelius Rensenbrink, A.B. *(Calvin),* A.M. *(Michigan),* Ph.D. *(Chicago), Associate Professor of Government.* (On leave of absence.) (1961)

Thomas Auraldo Riley, A.B. *(Bowdoin),* A.M. *(Yale),* Ph.D. *(Harvard), Professor of German.* (On leave of absence.) (1939)

Olin Clyde Robison, A.B. *(Baylor),* D.Phil. *(Oxford), Provost, Dean of the Faculty, and Senior Lecturer in Government and Legal Studies.* (1970)

Daniel Walter Rossides, A.B., Ph.D. *(Columbia), Associate Professor of Sociology.* (1968)

Burton Rubin, A.B. *(New York University),* A.M. *(Columbia), Assistant Professor of Russian.* (1965)

Abram Raymond Rutan, A.B. *(Bowdoin),* M.F.A. *(Yale), Director of Theater in the Department of English.* (1955)

Frank Fabean Sabasteanski, A.B. *(Bowdoin),* Ed.M. *(Boston University), Coach of Track and Cross Country and Director of the Physical Education Program.* (1946)

Elliott Shelling Schwartz, A.B., A.M., Ed.D. *(Columbia), Associate Professor of Music.* (1964)

Carl Thomas Settlemire, B.S., M.S. *(Ohio State),* Ph.D. *(North Carolina), Assistant Professor of Biology and Chemistry.* (1969)

Katherine Sarah Sherman, A.B. *(Bryn Mawr),* A.M., Ph.D. *(Toronto), Assistant Professor of Philosophy.* (1969)

William Davis Shipman, A.B. *(University of Washington),* A.M. (*University of California,* Berkeley), Ph.D. (*Columbia*), *Adams-Catlin Professor of Economics.* (1957)

Murray Silver, A.B. *(Temple),* Ph.D. *(University of Vienna), Assistant Professor of Mathematics.* (1971)

Melinda Yowell Small, B.S., A.M. *(St. Lawrence),* Ph.D. *(Iowa), Assistant Professor of Psychology.* (1972)

Robert James Small, A.B., M.P.A. *(Denver), Assistant Professor of Government.* (1970)

Philip Hilton Soule, A.B. *(Maine), Coach of Wrestling.* (1967)

George Blaise Terrien, A.B., B.Arch. *(Columbia), Lecturer in Art* (Spring 1973). (1970)

Clifford Ray Thompson, Jr., A.B., A.M., Ph.D. *(Harvard), Associate Professor of Romance Languages.* (1961)

James Henry Turner, A.B. *(Bowdoin),* B.S., M.S., Ph.D. *(Massachusetts Institute of Technology), Associate Professor of Physics.* (1964)

John Harold Turner, M.A. (*St. Andrews,* Scotland), A.M. *(Indiana),* Ph.D. *(Harvard), Assistant Professor of Romance Languages.* (1971)

David Jeremiah Vail, A.B. *(Princeton),* A.M., M.Phil., Ph.D. *(Yale), Assistant Professor of Economics.* (On leave of absence.) (1970)

James Edward Ward III, A.B. *(Vanderbilt),* A.M., Ph.D. *(Virginia), Assistant Professor of Mathematics and Director of the Senior Center.* (1968)

Sidney John Watson, B.S. *(Northeastern), Coach of Hockey and Golf.* (1958)

David Alan Wheatland, B.S. *(Brown),* Ph.D. *(Maryland), Assistant Professor of Chemistry.* (1967)

William Bolling Whiteside, A.B. *(Amherst),* A.M., Ph.D. *(Harvard), Frank Munsey Professor of History.* (1953)

Robert Irving Willman, A.B., Ph.D. *(Harvard), Assistant Professor of History.* (On leave of absence in the spring semester.) (1969)

Charles Goddard Wing, A.B. *(Bowdoin),* Ph.D. *(Massachusetts Institute of Technology), Lecturer and Research Associate in Physics.* (1971)

Reed Alan Winston, A.B. *(Bowdoin), Instructor in Biology.* (1972)

Adjunct Faculty

Yves-René Dauban, *Teaching Fellow in French.*

George Jang-Jyi Jiang, B.S. *(Chung Yuan, College of Science and Engineering,* Taiwan, China) , *Research Associate in Chemistry.*

Robert Franc Ritchie, M.D. *(Rochester), Research Associate in Biology.*

Margaret Joy Tibbetts, A.B. *(Wheaton),* A.M., Ph.D. *(Bryn Mawr),* LL.D. *(Maine, Bates, Ohio Wesleyan), Visiting Professor of International Affairs* (Fall 1972).

Jean Vastra, *Diplôme Universitaire d' Etudes Littéraires, Visiting Scholar in French.*

Mary-Agnes Wine, A.B., A.M. *(Mount Holyoke), Teaching Fellow in Biology.*

COMMITTEES OF THE FACULTY

Standing

Administrative: The President, *Chairman;* the Dean of the College, the Dean of Students, the College Physician (all ex officio); Messrs. Caldwell, Dane, and Geoghegan; Mrs. Grobe; Mr. Small.

Admissions and Student Aid: Mr. Ward, *Chairman;* the Dean of the College; the Dean of Students; the Director of Admissions (ex officio); the Director of Student Aid (ex officio); the Assistant Dean of Students (ex officio); Messrs. Burroughs, Butcher, Coombs, Darling, and Emmert; three undergraduates.

Advanced Study: Mr. Mayo, *Chairman;* the Dean of the College (ex officio); Messrs. Christie, Hopkins, Hughes, and Schwartz; three undergraduates.

Afro-American Studies: Chairman to be elected. The Dean of Students; Messrs. Brown, Johnson, Potholm, Small, Whiteside, and Winston; five undergraduates.

Athletics: The Dean of the College, *Chairman;* the Director of Athletics; Messrs. Caldwell and Chittim, Miss Early, Mr. Howland, and Ms. Sherman; three undergraduates.

Budgetary Priorities: Mr. Morgan, *Chairman;* Messrs. Bland, Butcher, Geary, and Settlemire; Ms. Sherman; three undergraduates.

Computing Center: Mr. Hughes, *Chairman;* the Vice President for Administration and Finance (ex officio); Messrs. G. R. Anderson, Curtis *(Secretary),* Johnson, and Morgan; three undergraduates.

Curriculum and Educational Policy: The President, *Chairman;* the Dean of the College; the Dean of the Faculty; the Director of the Senior Center; Messrs. Burroughs, Long *(Secretary),* Mayo, Potholm, Shipman, and Thompson; three undergraduates.

Faculty Affairs: Members to be elected at the September faculty meeting. The Dean of the Faculty (ex officio), three professors, two associate professors, and two assistant professors.

Faculty Research: The President, *Chairman;* the Dean of the Faculty (ex officio); Messrs. Ambrose, Hopkins (Undergraduate Research Fellowships), Karl, J. M. Moulton (Research Fund), and John Turner.

Graduate Scholarships: The Dean of the College, *Chairman;* the Director of Student Aid, *Secretary;* Messrs. Dane, Darling, Hall, LaCasce, and Settlemire.

Lectures and Concerts: Mr. Bland, *Chairman;* Messrs. Chittim, Paluska, Schwartz, and West; three undergraduates.

Library: Mr. Hodge, *Chairman;* the Librarian (ex officio); Messrs. Chapko, Coxe, Darling, and Karl; three undergraduates.

Military Affairs: Mr. Ambrose, *Chairman;* the Dean of the College; the Director of the ROTC Program; Messrs. Brogyanyi, Hall, and James Turner; three undergraduates.

Recording: The Dean of the College, *Chairman;* the Dean of Students; the Director of the Computing Center; Messrs. Christie and Huntington; Mrs. Small; Mr. Small.

Senior Center Council: Mr. Settlemire, *Chairman;* the Director of the Senior Center; the Dean of the Faculty; the Assistant to the

Director of the Senior Center (ex officio); Messrs. Chittim, Darling, and McDermott; four undergraduates.

Student Activities Fee: Mr. Burroughs, *Chairman;* Messrs Hazelton, LaCasce, Mersereau, and H. K. Warren *(Secretary);* five undergraduates.

Student Awards: Mr. Chapko, *Chairman;* Messrs. Beckwith, Bennett, Ikeler, and Willman.

Student Life: The Dean of Students, *Chairman;* the Director of the Moulton Union (ex officio); Dr. J. B. Anderson; Mrs. Bhattacharya; Messrs. Cowing, Geoghegan, and Johnson; five undergraduates.

Teaching as a Career: Mr. Hopkins, *Chairman;* the Alumni Secretary (ex officio); the Director of Placement; Messrs. G. R. Anderson, Fuchs, Hazelton, and Long.

Special Committees

Ad Hoc Committee on Coeducation: Mr. Shipman, *Chairman;* the Vice President for Administration and Finance; the Dean of Students; Mr. Butt; Miss Cafferty; three undergraduates.

Committee on Committees: Mr. Fuchs (1976), *Chairman* (fall); Mr. Donovan (1975), *Chairman* (spring); the Dean of the Faculty (ex officio); Messrs. Emmert (1973) and Mathis * (1974).

Environmental Studies: Mr. Butcher, *Chairman;* Messrs. Espenshade, Huntington, McKee, and Wing; three undergraduates.

Governance of the College: The President; the Dean of the Faculty; Messrs. Geary, Hodge (1973), Hughes, Mathis * (1974), and Potholm (1975); the President of the Student Council (ex officio); three undergraduates.

Fulbright Scholarship Subcommittee of the Committee on Graduate Scholarships: Mr. Karl, *Chairman;* Messrs. Beam, Coursen, and Huntington.

Medical Scholarship Subcommittee of the Committee on Graduate Scholarships: The President, *Chairman;* the Dean of the College; the College Physician; Messrs. LaCasce and J. M. Moulton.

*Replacement for Mr. Mathis for 1972–1973 to be elected.

Rhodes Scholarship Subcommittee of the Committee on Graduate Scholarships: The President (Rhodes Foundation Representative), *Chairman;* the Dean of Students; Messrs. Chittim and McGee.

Summer Use of Pickard Theater: The Dean of the College, *Chairman;* the Director of Theater, the Vice President for Administration and Finance; Messrs. Beckwith and Coursen; two undergraduates.

Ad Hoc Committee on Teaching Loads: Messrs. Donovan and Hughes, *Co-Chairmen;* Messrs. Hodge, Hopkins, Mayo, and one faculty member to be elected at the September faculty meeting; two undergraduates.

Upward Bound Advisory: Mr. Fuchs, *Chairman;* the Dean of the College; the Vice President for Administration and Finance; the Director of Student Aid; Messrs. Hazelton, Hodge, and Rossides; two undergraduates.

Officers of Administration

GENERAL ADMINISTRATION

Roger Howell, Jr., A.B. *(Bowdoin)*, B.A., M.A., D.Phil. *(Oxford)*, LL.D. *(Nasson, Colby)*, L.H.D. *(Maine)*, *President.*

Olin Clyde Robison, A.B. *(Baylor)*, D.Phil. *(Oxford)*, *Provost and Dean of the Faculty.*

Arthur LeRoy Greason, Jr., A.B. *(Wesleyan)*, A.M., Ph.D. *(Harvard)*, *Dean of the College.*

Wolcott Anders Hokanson, Jr., A.B. *(Bowdoin)*, M.B.A. *(Harvard)*, *Vice President for Administration and Finance.*

Charles Warren Ring, A.B. *(Hamilton)*, *Vice President for Development.*

Paul Luther Nyhus, A.B. *(Augsburg)*, S.T.B., Ph.D. *(Harvard)*, *Dean of Students.*

Helen Buffum Johnson, *Registrar.*

Alice Collins Early, A.B. *(Vassar)*, *Assistant Dean of Students.*

Kathryn Drusilla Fielding, A.B. *(Connecticut College)*, *Secretary to the President.*

Mary Crowley Bernier, *Assistant to the Vice President for Administration and Finance.*

ADMISSIONS OFFICE

Richard Wood Moll, A.B. *(Duke)*, B.D. *(Yale)*, *Director.*

Richard Fowler Boyden, A.B. *(Wesleyan)*, *Associate Director.*

Richard Alan Mersereau, A.B. *(Bowdoin)*, M.A.T. *(Wesleyan)*, *Assistant Director.*

Susan Deland Livesay, A.B. *(Smith)*, *Assistant Director.*

Margaret Edison Dunlop, A.B. *(Wellesley)*, *Assistant to the Director.*

Donald Wilson Westfall, A.B. *(Bowdoin)*, *Admissions Fellow.*

BUSINESS OFFICE

Alden Hart Sawyer, B.S. *(Bowdoin), Treasurer.*

Thomas Martin Libby, A.B. *(Maine), Bursar.*

James Packard Granger, B.S. *(Boston University),* C.P.A., *Controller.*

Betty Mathieson Massé, *Assistant to the Bursar.*

Barbara Ann MacPhee Wyman, *Assistant to the Controller.*

CAREER COUNSELING AND PLACEMENT

Harry Knight Warren, A.B. *(Pennsylvania), Director.*

CENTRALIZED DINING SERVICE

Myron Lewis Crowe, A.B. *(Michigan State), Director.*

Orman Ewin Hines, *Food Service Manager.*

Delmar Edward Curtis, *Purchasing Agent.*

Laurent Conrad Pinette, *Executive Chef.*

DUDLEY COE INFIRMARY

Daniel Francis Hanley, A.B. *(Bowdoin),* M.D. *(Columbia), College Physician.*

John Bullock Anderson, A.B. *(Bowdoin),* M.D. *(Tufts), Associate Physician.*

COUNSELING OFFICE

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Robert Melvin Cross, A.B. *(Bowdoin),* A.M. *(Harvard), Secretary of the Alumni Fund.*

David Frederic Huntington, A.B. *(Bowdoin),* M.A.T. *(New Hampshire), Editor of the* Bowdoin Alumnus.

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Edward Born, A.B. *(Bowdoin),* A.M. *(Michigan), College Editor.*

* Marcia Wittmaack Biram, A.B. *(Valparaiso), Assistant to the College Editor.*

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André Rolland Warren, B.B.A. *(Levis), Assistant Superintendent.*

William Henry Coombs, *Assistant to the Superintendent.*

Ralph Jethro Allen, B.S. in B.A. *(New Hampshire), Assistant to the Superintendent.*

*Died October 25, 1971.

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College Campus and Buildings

BOWDOIN College is located in the town of Brunswick, Maine, which was first settled in 1628 on the banks of the Androscoggin River, a few miles from the shores of Casco Bay. The traveling time by car from Boston is about two and one-half hours, and from New York about eight hours. The present campus, which was originally a sandy plain covered with blueberries and pines, is now a spacious tract of 110 acres containing more than thirty buildings and several playing fields.

Massachusetts Hall is the oldest building on the campus, having been completed in 1802. For several years it housed the students, and all classes were held there. In late years, until the fall of 1965, the president and some of the other administrative officers had their offices in this historic old building. It is now used for offices for some of the members of the faculty.

The work of the College has its heart and center in the Nathaniel Hawthorne-Henry Wadsworth Longfellow Library, which contains the accumulations of over a century and a half. The nucleus of its more than 400,000 volumes is the treasured collection of books and pamphlets bequeathed by the Honorable James Bowdoin, the earliest patron of the College. These "Bowdoin Books," rich in French literature, American history, and mineralogy, were supplemented by the same generous benefactor's gift of his art collection containing many paintings of old and modern masters. Among the paintings are the portraits of Thomas Jefferson and James Madison by Gilbert Stuart, and a notable collection of portraits by the distinguished colonial artist, Robert Feke. These and other treasures are exhibited in the Walker Art Building. The resources of the library and museum are described elsewhere in the catalogue.

College classes are held in Memorial Hall, Banister Hall, Adams Hall, Hubbard Hall, the Searles Science Building, Sills Hall, Smith Auditorium, Cleaveland and Gibson halls, the Walker Art Building, the Senior Center, and the Afro-American Center. When students are not engaged in the library, laboratories, and recitation rooms, they have at their disposal many admirably equipped facilities for recreation. These resources include the Moulton Union, the Morrell Gymnasium, the Sargent Gymnasium, the Hyde Athletic Building, the Curtis Pool, the Arena, and the playing fields of the College. Another valuable adjunct for the health of the student body is the Dudley Coe Memorial Infirmary; its facilities and the services of the college physician are available to all students.

THE COLLEGE BUILDINGS

Massachusetts Hall, planned in 1798 and completed in 1802, was the first college building erected. In 1936 it was remodeled, and five years later, through a gift of Frank Herbert Swan, LL.D., of the Class of 1898, the third floor was restored and furnished to accommodate faculty meetings. Until 1965 the building housed the offices of some of the administrative officers. Since then, it has been used for faculty offices. In 1971 the building was designated a registered historical landmark.

Maine Hall (1808), known originally as "the College," and named later to commemorate the admission of Maine to the Union; Winthrop Hall (1822), named in honor of Governor John Winthrop of the Massachusetts Bay Colony; Appleton Hall (1843), named in honor of the second president of the College; Hyde Hall (1917), named in honor of the seventh president of the College and built from contributions from many of the alumni; Moore Hall (1941), named in honor of his father by the donor, Hoyt Augustus Moore, LL.D., of the Class of 1895; and Coleman Hall (1958), named in honor of the family of the donor, Jane Coleman Pickard (Mrs. Frederick W. Pickard), are the six campus dormitories. In 1964-1966 the interiors of Winthrop, Maine, and Appleton were completely renovated.

The Chapel, a Romanesque church of undressed granite, designed by Richard Upjohn, was built during the decade from 1845 to 1855 from funds received from the Bowdoin estate. The façade is distinguished by twin towers and spires which rise to the height of 120 feet. The interior resembles the plan of English college chapels, with a broad central aisle from either side of which rise the ranges of seats. The lofty walls are decorated with twelve large paintings. The Chapel stands as a monument to President Leonard Woods, fourth president of the College, under whose personal direction it was erected. The flags are of the original thirteen colonies plus Maine, which was a part of Massachusetts at the time of the founding of the College in 1794. A set of eleven chimes, the gift of William Martin Payson, of the Class of 1874, was installed in the southwest tower in 1924. In the Chapel is an organ given in 1927 by Cyrus H. K. Curtis, LL.D. That portion of the building which formerly housed the reading rooms and stack space of the college library was named Banister Hall in 1850 in recognition of the gifts of the Honorable William Ban-

ister. It contains the Office of Career Counseling and Placement and the classrooms and laboratories of the Department of Psychology.

Seth Adams Hall was erected in 1860-1861. It was named in honor of Seth Adams, Esq., of Boston, who contributed liberally towards its construction. The building stands west of the Presidents' Gateway. From 1862 until 1921 it housed the classrooms of the Medical School of Maine. It is now used for lectures, recitations, conferences, and faculty offices.

Memorial Hall, built in 1868, is a structure of local granite in the Gothic style. It is a memorial to the graduates and students of the College who served in the Civil War whose names and ranks are inscribed on bronze plaques in the lobby. The lower story contains classrooms and an experimental theater. The entire interior was rebuilt in 1954-1955 to house the Pickard Theater, one of the gifts of Frederick William Pickard, LL.D., of the Class of 1894.

The President's House, built in 1860 by Captain Francis C. Jordan, originally stood on the lot at 77 Federal Street. It was purchased by the College in 1867 and was occupied by President Harris until 1871. The house was purchased by Peleg W. Chandler, and in 1874 he had it moved to its present location at the corner of Federal and Bath streets. At a later date the College reacquired the house, and shortly after President Hyde assumed office in 1885, it became his official residence. In 1926 the ballroom was added, and in 1952 the house was modernized and partially furnished by the College.

The Observatory was erected in 1890-1891 with funds given by John Taylor, Esq., of Fairbury, Illinois. It stands on the southeast corner of Pickard Field and is reached from the Harpswell Road. In 1965 it was renovated and a new telescope was installed.

The Walker Art Building, designed by McKim, Mead & White, was erected in 1892-1894. It was given to the College by the Misses Harriet and Sophia Walker, of Waltham, Massachusetts, as a memorial to their uncle, Theophilus Wheeler Walker, of Boston, a cousin of President Woods. A bronze bulletin board in memory of Henry Edwin Andrews, A.M., of the Class of 1894, director of the museum, 1920-1939, is located in Sculpture Hall. The building is surrounded on three sides by a paved terrace with supporting walls and parapets of granite. Granite and bronze sculptures adorn the front wall.

The Mary Frances Searles Science Building, designed by Henry Vaughan, was built in 1894 and completely renovated and modernized in 1952. It was the gift of Edward F. Searles, Esq., in memory of his wife. With the Walker Art Building and Gibson Hall, it forms the western side of the quadrangle. The building contains lecture rooms, laboratories, and libraries of the Departments of Biology and Physics.

Hubbard Hall, also designed by Henry Vaughan and erected in 1902-1903, was the gift of General Thomas H. Hubbard, LL.D., of the Class of 1857, and his wife, Sibyl Fahnestock Hubbard. For over sixty years, until the fall of 1965, it was the College Library. After suitable renovations it is now used for faculty offices, examination rooms, and the Department of Geology. Located in the basement is the Computing Center, which contains a PDP-10 time-sharing system. The Peary-MacMillan Arctic Museum is located on the first floor, and the Susan Dwight Bliss Room for rare books and bindings remains on the second floor.

The Hubbard Grandstand was given to the College in 1904 by General Thomas H. Hubbard, LL.D., of the Class of 1857. It is situated on Whittier Field, a tract of five acres, named in honor of Frank Nathaniel Whittier, M.D., of the Class of 1885, for many years director of the gymnasium, who was largely instrumental in its acquisition for varsity football and track in 1896. An electrically operated scoreboard, the gift of the widows of Harvey Dow Gibson, LL.D., of the Class of 1902, and Adriel Ulmer Bird, A.M., of the Class of 1916, was erected in 1960. Surrounding the field is the John Joseph Magee Track, an Olympic regulation all-weather track given by alumni and friends in memory of Mr. Magee, coach, trainer, and director of track and field athletics from 1913 to 1955.

Sargent Gymnasium and General Thomas Worcester Hyde Athletic Building were erected in 1912. The gymnasium was built from contributions from many of the students and alumni, and named in honor of Dudley A. Sargent, M.D., Sc. D., of the Class of 1875; the athletic building was given by John Hyde, Esq., of Bath, in memory of his father, Thomas Worcester Hyde, A.M., of the Class of 1861. In 1965-1966 Sargent Gymnasium was altered and renovated to make it part of the comprehensive plan for the indoor athletic facilities of the College.

The Dudley Coe Memorial Infirmary is a three-story brick building erected in 1916-1917. It was given by Thomas Upham

Coe, M.D., of the Class of 1857, in memory of his son, and stands in the pines to the south of the Hyde Athletic Building. In 1957 it was enlarged through a gift by Agnes M. Shumway, A.M. (Mrs. Sherman N. Shumway). In 1962 it was licensed by the state as a private general hospital.

The Curtis Swimming Pool was given to the College in 1927 by Cyrus H. K. Curtis, LL.D. The pool is housed in a separate wing attached to the Sargent Gymnasium and is of standard size, thirty by seventy-five feet.

The Moulton Union, designed by McKim, Mead & White, was built in 1927-1928. It was given and partially endowed by Augustus Freedom Moulton, LL.D., of the Class of 1873, as a social, recreational, and service center for the College. In 1964-1965, a two-story extension was added on the south and east sides of the building. The spacious main lounge and several smaller, intimate lounges and student activity areas are provided for general social purposes. The Union also contains the college reception, information, and scheduling center, the campus telephone switchboard, a bookstore, dining facilities, and a game room. The Union stands just outside the quadrangle opposite Appleton, Hyde, and Moore Halls.

The Pickard Field House stands at the entrance of Pickard Field. It was given in 1937 by Frederick William Pickard, LL.D., of the Class of 1894, and Mrs. Pickard. The building contains a pleasant lounge as well as lockers and showers. Pickard Field, a tract of sixty-six acres, was presented to the College by Mr. Pickard in 1926. In 1952 nine acres were added to the field by purchase, making a total area of seventy-five acres, thirty of which are fully developed playing fields. The field contains the varsity and freshman baseball diamonds, several spacious playing fields for football and soccer, and ten tennis courts.

Rhodes Hall, formerly the Bath Street Primary School, was purchased from the Town of Brunswick by the College in 1946 to provide additional facilities for instruction and administration. The building was named to commemorate the fact that three pupils of the school later achieved distinction as Rhodes scholars at Oxford University. Here are the offices of the Department of Grounds and Buildings and the headquarters of the ROTC.

Sills Hall and Smith Auditorium, designed by McKim, Mead & White, were completed in the autumn of 1950. The main structure was made possible by the first appropriations from the Sesqui-

centennial Fund, and was named after the eighth president of the College, Kenneth Charles Morton Sills (1879-1954), of the Class of 1901; the wing, containing an auditorium seating 210 persons, was built by appropriation of the Francis, George, David, and Benjamin Smith Fund, bequeathed by Dudley E. Wolfe, of Rockland. A language laboratory and speech center are located in the wing. In 1968 a donor who wished to remain anonymous established the Constance and Albert Thayer Speech Center Fund to maintain the speech center. The fund was named in honor of Albert R. Thayer, A.M., of the Class of 1922, Harrison King McCann Professor of Oral Communication Emeritus, and his wife.

Parker Cleaveland Hall, designed by McKim, Mead & White, was dedicated on June 6, 1952. The building was made possible by donors to the Sesquicentennial Fund. It houses the Department of Chemistry and bears the name of Parker Cleaveland, who taught chemistry and mineralogy at Bowdoin from 1805 to 1858, and was a pioneer in geological studies. Special gifts provided these facilities: the Kresge Laboratory of Physical Chemistry, the Wentworth Laboratory of Analytical Chemistry, the 1927 Room (a private laboratory), the Adams Lecture Room, the Burnett Room (a seminar room), and the Dana Laboratory of Organic Chemistry.

Sills Hall, Smith Auditorium, and Parker Cleaveland Hall are mainly of brick and designed in a simple modern classical architectural style. Together they bound respectively the north and east sides of a quadrangle on the eastern boundary of the campus.

The Harvey Dow Gibson Hall of Music, named for Harvey Dow Gibson, LL.D., of the Class of 1902, was dedicated in June 1954. Its construction was made possible by funds donated by Mrs. Harvey Dow Gibson; by Mrs. Gibson's daughter, Mrs. Whitney Bourne Choate; by the Manufacturers Trust Company of New York; and by several friends of Mr. Gibson. Designed by McKim, Mead & White, the building contains class, rehearsal, and practice rooms, a recording room, several rooms for listening to records, offices, and a music library. The common room is richly paneled in carved walnut from the music salon designed in 1724 by Jean Lassurance (1695-1755) for the Hôtel de Sens in Paris.

The Ham House, at 3 Bath Street, was for many years the residence of Roscoe J. Ham, L.H.D., George Taylor Files Professor of Modern Languages from 1921 to 1945. Acquired by the College in 1954, it houses the offices of Bowdoin Upward Bound.

The Pickard Theater in Memorial Hall, a gift of Frederick William Pickard, LL.D., of the Class of 1894, was dedicated in June 1955. It has a seating capacity of slightly more than six hundred and a stage fifty-five feet wide and thirty feet deep. The space from the stage floor to the gridiron is forty-eight feet. Adorning the walls of the auditorium are rubbings of six large reliefs of the Chinese emperor T'ai Tsung's war horses. The reliefs were executed about A.D. 637 for the emperor's tomb and were possibly from designs of Yen Li-pen. The rubbings were the gift of Walter H. Mallery in 1955.

The Getchell House, located at 5 Bath Street, is diagonally opposite Adams Hall. A three-story frame building, it was given to the College in 1955 by Miss Gertrude Getchell, of Brunswick, and completely refurbished in 1956. It houses the offices of the News Services, College Editor, and *Alumnus* Editor.

New Meadows River Sailing Basin. In 1955 the College purchased a cabin and section of shore front with a dock on the east side of the New Meadows River Basin, to provide facilities for the sailing team. The equipment includes five fiberglass dinghies and a power-driven crash boat.

The Hockey Arena was built in 1956 with contributions from alumni, students, and friends of the College. It contains seats for twenty-four hundred spectators and a regulation ice-hockey rink with a refrigerated surface two hundred feet long and eighty-five feet wide, as well as shower-bath and locker rooms, and a snack bar. It is located to the east of the Hyde Athletic Building; the entrance faces College Street. The Arena serves primarily the College's physical education activities, especially intramural and intercollegiate contests, and recreational skating for undergraduates.

The Johnson House, named in memory of Professor Henry Johnson, Ph.D., of the Class of 1874, a distinguished member of the Bowdoin faculty from 1877 to 1918, and Mrs. Johnson, is located at the corner of Maine and Boody streets across from the southwestern entrance to the campus. Bequeathed to the College in 1957, this commodious residence is now used as the home of the dean of the College.

The Chase Barn Chamber, named in memory of Professor Stanley Perkins Chase, Ph.D., of the Class of 1905, Henry Leland Chapman Professor of English Literature from 1925 to 1951, and Mrs. Chase, is a handsome room located in the ell of the Johnson House.

Designed by Felix Burton, of the Class of 1907, in the Elizabethan style, it is heavily timbered, contains a small stage, an impressive fireplace, and houses many of the books from the Chase library. The chamber is used for small classes, seminars, and conferences.

The Little-Mitchell House, at 6-8 College Street, houses the Afro-American Center. The Mitchell House was named in honor of Professor Wilmot Brookings Mitchell, L.H.D., of the Class of 1890, Edward Little Professor of Rhetoric and Oratory from 1893 to 1939. It was given by Professor Mitchell in 1961. The Little House, the 8 College Street side of the connected buildings, was acquired by the College in 1962.

The Alumni House, at 83 Federal Street, next to the President's House, was bequeathed to the College in 1933 on the death of Professor Marshall Perley Cram, Ph.D., of the Class of 1904. Renovated in 1962 and maintained by the College, it is the center of alumni activities at Bowdoin and contains lounges, rest rooms, and other facilities for the use of visiting alumni and their families and guests. The Ladies' Lounge, located on the second floor, was presented by the Society of Bowdoin Women in 1965.

The Senior Center, designed by Hugh Stubbins and Associates, Inc., was completed in the autumn of 1964. Built from funds contributed during the Capital Campaign, it consists of three buildings, each specifically designed to support and reinforce the educational objectives of the program for the senior year. The main building, a sixteen-story tower, includes living and study quarters, seminar and conference rooms, lounges, accommodations for visitors, and the director's office. The entire first floor of the tower has been named in memory and honor of the late Henry Quinby Hawes, A.M., of the Class of 1910, and Mrs. Hawes. Wentworth Hall, named in memory of Walter V. Wentworth, Sc.D., of the Class of 1886, an overseer of the College from 1929 to 1958, is a two-story building adjacent and connected to the tower. It contains the dining room, main lounge, and other rooms for instructional, social, and cultural activities. Chamberlain Hall, named in memory of General Joshua Lawrence Chamberlain, LL.D., of the Class of 1852, Civil War hero, governor of Maine, and president of Bowdoin from 1871 to 1883, contains apartments for the director and other participants in the program and a small banquet room for use on special occasions.

The Malcolm E. Morrell Gymnasium, also designed by Hugh Stubbins and Associates, Inc., is a 50,000-square-foot building con-

nected to Sargent Gymnasium. Built in 1964-1965 from funds contributed during the Capital Campaign, it was in June 1969 named in memory of Malcolm Elmer Morrell, of the Class of 1924, Bowdoin's director of athletics from 1928 to 1967. The gymnasium contains a modern basketball court with seats for about 2,500 persons, four visiting team rooms, eleven squash courts, offices for the director of athletics and his staff, and other rooms for physical education purposes.

The Nathaniel Hawthorne-Henry Wadsworth Longfellow Library, designed by Walker O. Cain and Associates, of New York, was built in 1964-1965 from funds contributed during the Capital Campaign. It was named after two of Bowdoin's literary giants, both members of the Class of 1825. It houses the principal portions of the library of the College and—in its western end, named Hawthorne-Longfellow Hall—most of the general administrative offices of the College. Utilizing the latest concepts in library design, the library was planned to complement the older buildings of the College and, at the same time, be compatible with the newer architectural concept of the Senior Center.

The Haskell House, at 72 Federal Street, was given to the College by Henry C. Haskell, A.B., B.S., of the Class of 1918, and Mrs. Haskell in memory of Alaric W. Haskell, Sc.D., the dean of Maine dentists, who practiced his profession in Brunswick from 1888 until his retirement in 1955. A two-and-a-half-story colonial home, it was Dr. Haskell's residence for many years. It is the residence of the dean of the faculty.

The Baxter House, at 10 College Street, was purchased by the College in 1971 and is used as a student residence. For nearly twenty years it was the chapter house of Delta Psi of Sigma Nu, which established a scholarship fund at the College with the proceeds from the sale. Named for the Baxter family in recognition of its many contributions to the College and to the State of Maine, it was built by Hartley C. Baxter, of the Class of 1878, one of five Baxters to serve on Bowdoin's Governing Boards and stepbrother of Percival J. Baxter, of the Class of 1898, governor of Maine from 1921 to 1925.

232 Maine Street is a residence for students which was acquired by the College in 1972. From 1965 to 1970 it was the home of Phi Delta Psi Fraternity. For many years it was the home of Professor and Mrs. Charles T. Burnett. Professor Burnett, chairman of the Department of Psychology, was an active member of

the faculty for forty-two years before his retirement in 1944. The house was built in the 1860s by a retired seafarer and purchased by the Burnetts in 1920.

OTHER MEMORIALS

The Thorndike Oak, standing near the center of the campus, is dedicated to the memory of George Thorndike, of the Class of 1806, who planted the tree in 1802 after the first chapel exercises.

The Class of 1875 Gateway was erected in 1901 as a memorial to members of the Class. It forms the Maine Street entrance of the Class of 1895 Path.

The Class of 1878 Gateway, erected in 1903, is a memorial to members of the Class. It is on Bath Street between Memorial Hall and the First Parish Church.

The Warren Eastman Robinson Gateway, erected in 1920 at the southwestern entrance to the campus, is a memorial to Lieutenant Warren Eastman Robinson, of the Class of 1910, who lost his life in the service of his country.

The Franklin Clement Robinson Gateway, erected in 1923, is a memorial to Franklin Clement Robinson, LL.D., of the Class of 1873, for thirty-six years a teacher at Bowdoin College, and to his wife, Ella Maria Tucker Robinson. The gateway forms the northwestern entrance to the campus.

The Class of 1898 Bulletin Board, erected in 1924 near the Chapel, is a memorial to members of the Class. It is made of bronze, is double-faced and illuminated.

The Class of 1903 Gateway, erected in 1928, is a memorial to members of the Class. It forms the main entrance to the Whittier Athletic Field.

The Memorial Flagpole, designed by McKim, Mead & White, was erected in 1930 with funds given by the alumni in memory of the twenty-nine Bowdoin men who lost their lives in World War I. The Honor Roll is engraved on the mammoth granite base surmounted by ornamental bronze. The flagpole stands in the southwestern corner of the campus between Hubbard Hall, Walker Art Building, and Gibson Hall.

The Presidents' Gateway, erected in 1932, is a gift of the Class of 1907 in memory of William DeWitt Hyde, D.D., LL.D., presi-

dent of the College from 1885 to 1917, and "as a mark of the enduring regard of all Bowdoin men for the leadership of their Presidents." The gateway forms one of the northern entrances to the campus from Bath Street.

THE BOWDOIN POLAR BEAR, placed in 1937, is a memorial to members of the Class of 1912. The base and life-size statue were carved by Frederick George Richard Roth. The figure stands in front of the entrance to the Sargent Gymnasium.

THE HARRY HOWARD CLOUDMAN DRINKING FOUNTAIN, erected in 1938, is in memory of Harry Howard Cloudman, M.D., of the Class of 1901, one of the outstanding athletes at the turn of the century. It stands near the Sargent Gymnasium.

THE ALPHEUS SPRING PACKARD GATEWAY, erected in 1940 on College Street, is a memorial to Professor Alpheus Spring Packard, A.M., D.D., of the Class of 1816, a member of the Bowdoin faculty from 1819 to 1884.

THE CLASS OF 1910 PATH was laid in 1940 as a memorial to members of the Class. It extends from Bath Street to Coleman Hall, running parallel to the four dormitories and in front of the entrance to the Chapel.

THE CLASS OF 1895 PATH was laid in 1945 as a memorial to members of the Class. It extends from the Chapel to the Class of 1875 Gateway.

THE CLASS OF 1886 PATHWAYS are a network of walks laid in 1945 as a memorial to members of his Class through the generosity of Walter Vinton Wentworth, Sc.D. The pathways traverse an area lying north of Massachusetts Hall.

THE CLASS OF 1919 PATH, laid in 1945, is a memorial to members of the Class. It extends from the north entrance of Winthrop Hall, past the entrances to Massachusetts Hall and Memorial Hall, to the Franklin Clement Robinson Gateway.

THE CLASS OF 1916 PATH was laid in 1946 as a memorial to members of the Class. It extends from Massachusetts Hall to the Alpheus Spring Packard Gateway.

THE FRANK EDWARD WOODRUFF ROOM, in Sills Hall, is a memorial to Frank Edward Woodruff, A.M., a member of the Bowdoin faculty from 1887 to 1922. The room was provided in 1951 through the generous bequest of Edith Salome Woodruff.

The Peucinian Room, built in 1951, is in a corner of the lower floor of Sills Hall. It is paneled in timber taken from the Bowdoin Pines. The motto of the Peucinian Society, *Pinos loquentes semper habemus,* is carved on a heavy timber above the fireplace. The fireplace and paneling are the gift of the Bowdoin Fathers Association in memory of Suzanne Young (1922-1948).

The Class of 1924 Radio Station (WBOR, "Bowdoin-on-Radio") was given by the Class of 1924 on the occasion of its twenty-fifth reunion. The station, installed in 1951 on the second floor of the Moulton Union, contains two broadcasting studios and a fully equipped control room, which are air-conditioned and protected against sound disturbance by walls of acoustical tiling.

The Elijah Kellogg Tree, a large pine dedicated to the memory of the Reverend Elijah Kellogg, A.M., of the Class of 1840, stands near the corner of Bath Street and Sills Drive.

The Gardner Bench, near the Hawthorne-Longfellow Library, is dedicated to the memory of William Alexander Gardner, of the Class of 1881, and was presented to the College by Mrs. Gardner in June 1954.

The Chase Memorial Lamps, dedicated to the memory of Stanley Perkins Chase, Ph.D., of the Class of 1905, Henry Leland Chapman Professor of English Literature (1925-1951), stand on the Moulton Union terrace. They were presented to the College by Mrs. Chase in June 1954.

The Dane Flagpole, in honor of Francis Smith Dane, of the Class of 1896, stands in the northwest corner of Whittier Field. The gift of Mrs. Annie Lawrence E. Dane and a member of her family, the flagpole was placed in 1954 in recognition of Mr. Dane's efforts as an undergraduate to acquire an adequate playing field for the College.

The Simpson Memorial Sound System, the gift of Scott Clement Ward Simpson, of the Class of 1903, and Mrs. Simpson, is dedicated to the memory of their parents. The system, including a high-fidelity record player and other teaching aids in music, was installed in Gibson Hall in 1954. A fund for its maintenance was established by Mr. and Mrs. Simpson in 1955.

The James Frederick Dudley Classroom in Banister Hall was renovated and furnished in 1954 as a memorial to James F. Dudley, of the Class of 1865, by the bequest of Nettie S. Dudley.

THE CATLIN PATH, extending from the Warren Eastman Robinson Gateway to Hubbard Hall, was laid in 1954 through the generous gift of Warren Benjamin Catlin, Ph.D., Fayerweather Professor of Economics and Sociology.

THE SHUMWAY TREE, a Rocky Mountain fir in memory of Sherman Nelson Shumway, A.M., LL.B., of the Class of 1917, generous benefactor and an overseer of the College (1927-1954), was replanted on the campus in front of Hawthorne-Longfellow Hall and dedicated in June 1955.

THE TURNER TREE, a maple in memory of Perley Smith Turner, A.M., of the Class of 1919, professor of education at Bowdoin (1946-1956), was replanted on the campus east of Smith Auditorium by classmates and friends and dedicated in June 1957.

THE PICKARD TREES, twelve hawthornes in memory of Jane Coleman Pickard (Mrs. Frederick William Pickard), donor of Coleman Hall and co-donor of the Pickard Field House, were replanted around Coleman Hall by the Society of Bowdoin Women and dedicated in June 1959.

THE CLASS OF 1909 ORGAN, an electronic instrument for use in the Pickard Theater, was presented by the Class of 1909 on the occasion of its fiftieth anniversary and dedicated in June 1960. A fund with a current balance of $3,925, given at the same time, is for the maintenance of the organ and for the support of musical education in the College.

LITTLE PONDS WILDLIFE SANCTUARY is the gift of Mrs. Harold Trowbridge Pulsifer in memory of her husband, Harold Trowbridge Pulsifer, and Sheldon Ware, a neighbor. Located at Bethel Point, East Harpswell, and given in 1961, this tract of several acres includes a meadow, pond, woodland, and shore frontage. It is used for the study and conservation of wildlife and is the site of the Bowdoin College Marine Laboratory.

THE CLASS OF 1937 LOUNGE, located in the Alumni House, was presented by the Class of 1937 on the occasion of its twenty-fifth reunion in 1962. It is a large, informal, and rustic room, with pine furniture, old pictures of Bowdoin and of Brunswick, and a large hewn granite fireplace. The lounge was given in memory of Harold L. Cross, Jr., David T. Deane, J. Donald Dyer, and Maxwell A. Eaton, who gave their lives in the service of their country during World War II.

The Cecil Cleophus McLaughlin Study, in Chamberlain Hall, is a memorial to Cecil Cleophus McLaughlin, M.D., of the Class of 1923. The study was the gift of his wife and is for the use of the director of the Senior Center.

The Hutchinson Lounge and Hutchinson Terrace, in Wentworth Hall, are memorials to Charles Lyman Hutchinson, A.B., of the Class of 1890, a prominent lawyer in Portland. They are on the south side of the building between the main dining room and lounge.

The Wilmot Brookings Mitchell Lounge, on the second floor of Wentworth Hall, is a memorial to Wilmot Brookings Mitchell, Litt.D., L.H.D., of the Class of 1890, a beloved teacher of English for almost fifty years.

The Harrison King McCann Music Lounge, on the sixteenth floor of the tower of the Senior Center, is a memorial to Harrison King McCann, A.M., of the Class of 1902, for thirty years an overseer of the College.

The Stuart Franklin Brown Lobby, in the Hawthorne-Longfellow Library, is a memorial to Stuart Franklin Brown, of the Class of 1910, and was the gift of Mrs. Brown.

The Class of 1914 Librarian's Office, in the Hawthorne-Longfellow Library, is in honor of the members of the Class of 1914, who made a specific gift for this purpose. The office is on the first floor to the left of the entrance.

The Class of 1938 Newspaper Room, in the Hawthorne-Longfellow Library, is in honor of the members of the Class of 1938. The room is on the first floor to the right of the entrance.

The William John Curtis 1875 Room, in the Hawthorne-Longfellow Library, is a memorial to William John Curtis, LL.D., of the Class of 1875, for over twenty-five years an overseer and trustee of the College, and a generous benefactor always in the name of his Class. The room, in the northeast corner of the first floor, is used for current periodicals.

The Gerald Gardner Wilder Cataloguing Room, in the Hawthorne-Longfellow Library, is a memorial to Gerald Gardner Wilder, A.M., of the Class of 1904, librarian of the College from 1916 to 1944. The room is in the southeast area on the first floor.

The Melville Weston Fuller Reading Room, in the Hawthorne-Longfellow Library, is a memorial to Melville Weston Fuller, LL.D., of the Class of 1853, chief justice of the United States Supreme Court from 1888 to 1910, and an overseer and trustee of the College from 1875 to 1910. The room occupies the southern bay on the first floor.

The George Thomas Little Bibliography and Card Catalogue Area, in the Hawthorne-Longfellow Library, is a memorial to George Thomas Little, Litt.D., of the Class of 1877, librarian of the College from 1885 to 1915. The area occupies the center portion of the first floor.

The Robert Peter Tristram Coffin Reading Room, in the Hawthorne-Longfellow Library, is in memory of Robert Peter Tristram Coffin, Litt.D., of the Class of 1915, a distinguished author, poet, and professor. The room was the gift of the Class of 1915 on the occasion of its fiftieth reunion and occupies the northern bay on the first floor.

The Franklin Pierce Reading Room, in the Hawthorne-Longfellow Library, is in memory of Franklin Pierce, LL.D., of the Class of 1824, the fourteenth president of the United States. This informal reading room is at the east end of the second floor.

The Harold Lee Berry Special Collections Suite, in the Hawthorne-Longfellow Library, is in memory of Harold Lee Berry, A.M., of the Class of 1901, for nearly forty years an overseer and trustee of the College, and generous benefactor of the College. The suite comprises several rooms in the northeast area of the third floor.

The Dean Paul Nixon Lounge-Conference Room, in the Hawthorne-Longfellow Library, is a memorial to Paul Nixon, L.H.D., LL.D., for over forty years a teacher of Latin and dean of the College from 1918 to 1947. The room is on the southeast corner of the third floor.

The William Pitt Fessenden Conference Room, in Hawthorne-Longfellow Hall, is a memorial to William Pitt Fessenden, LL.D., of the Class of 1823, United States senator 1854-1864, 1865-1869; United States secretary of the treasury 1864-1865; and overseer and trustee of the College from 1843 to 1869. The room is on the second floor, near the offices of the president and deans.

The Magee Training Room, in the Morrell Gymnasium, is a memorial to John Joseph Magee, coach, trainer, and director of track and field athletics from 1913 to 1955.

The Colbath Room, in the Morrell Gymnasium, is a memorial to Henry Jewett Colbath, A.B., of the Class of 1910, an outstanding athlete and dedicated teacher and coach.

The Morrell Office, in the Malcolm E. Morrell Gymnasium, was given by members of the Class of 1924 in honor of their classmate Malcolm Elmer Morrell, B.S., director of athletics from 1928 to 1967. It is the office of the director of athletics.

The Class of 1922 Fountain, between Hawthorne-Longfellow Library and Hubbard Hall, was constructed in 1968. It is the gift of Mrs. John C. Pickard of Wilmington, Del., in honor of her husband's class. The fountain was designed by André R. Warren, assistant superintendent of grounds and buildings, and was constructed by workmen of the Department of Grounds and Buildings.

The Class of 1929 Electronic Chimes System, for automation of the Chapel chimes, was presented by the Class of 1929 on the occasion of its fortieth reunion. A fund for maintenance of the system was established at the same time.

The Donovan D. Lancaster Lounge, in the Moulton Union, was named in November 1970 in honor of Donovan D. Lancaster, A.B., of the Class of 1927, director of the Moulton Union and the Centralized Dining Service emeritus and a member of the College staff for over forty years. The lounge is used for lectures and exhibitions of art and photography throughout the year.

The John Joseph Magee Track, surrounding Whittier Field, was given by a group of alumni and friends to honor the memory of John Joseph Magee, coach, trainer, and director of track and field athletics from 1913 to 1955 and an Olympic team coach in 1920, 1924, 1928, and 1932. Constructed in 1970, the Olympic regulation all-weather track was dedicated at Commencement in 1971.

The Fritz C. A. Koelln Room, in Sills Hall, was dedicated at Commencement, 1971, in honor of Fritz C. A. Koelln, Ph.D., George Taylor Files Professor of Modern Languages Emeritus and a member of the Department of German from 1929 until his retirement in 1971, "in recognition of his devoted service to the College and the inspiration he has been to so many undergraduates over the years."

General Information

Terms and vacations: The College holds two sessions each year, beginning in September and January. The dates of the semesters and the vacation periods are indicated on the College Calendar on pages vi-viii.

Registration and Enrollment: All students are required to register at the opening of each semester in accordance with schedules posted at the College and mailed to students registering for the first time.

Offices and Office Hours: The Offices of General Administration, the Admissions Office, the Business Office, and the Development Office are located in Hawthorne-Longfellow Hall, the west end of the Nathaniel Hawthorne-Henry Wadsworth Longfellow Library. The Office of the College Counselor is in the Moulton Union, the Office of Career Counseling and Placement is in Banister Hall (North), and the Department of Grounds and Buildings is in Rhodes Hall.

In general, the administrative offices of the College are open from 8:30 to 5:00 Monday through Friday.

Telephone Switchboard: The College has a central telephone switchboard located in the Moulton Union. All college phones are connected to this switchboard. The number is 207-725-8731.

College Bills and Fees: Before the opening of the fall semester a statement covering tuition, room rent, board, and fees for the year will be sent to each student. If this statement should be sent to someone other than the student, a request in writing to do so should be made to the Business Office. Parents or guardians of incoming freshmen are required to sign a financial guaranty obligating them to pay all bills and fees so long as their son or daughter is enrolled.

Charges for the year may be paid in two equal payments to be made not later than September 1 and January 15. In addition, a $100 deposit is required by March 15 of each year from all students, except entering freshmen, who wish to reserve a dormitory room on the campus for the next academic year.

Students whose term bills are not paid by September 1 or January 15 may not register or attend classes except under special circumstances and with approval of the Deans' Office. Bills incurred during the term must be paid when due. Students with unpaid

bills are not eligible for academic credit, transcripts, or degrees. Special problems should be discussed with the dean of students or the director of student aid.

Tuition: The tuition fee for the 1972-1973 academic year is $1,350 each semester or $2,700 for the year. There is a per-course charge of $340 for special students taking less than four courses a semester. Any student completing the number of courses required for the degree in less than eight semesters must pay tuition for eight semesters, except that the dean of the College is authorized to waive the requirements in such cases where the factors of advanced placement, or junior year abroad, or exchange or transfer status, or similar special circumstances exist. Work taken at other institutions to make up deficiencies in scholarship at Bowdoin shall not relieve the student of the obligation to pay tuition covering eight full semesters at Bowdoin College.

There are opportunities at Bowdoin to receive financial aid in meeting the charge for tuition. Detailed information about scholarships, loans, and other financial aid may be found on pages 54–84.

College Rooms and Board: Freshmen are assigned rooms by the Admissions Office but may indicate by letter to it their preference in the matter of roommates. Sophomores and juniors apply for rooms to the assistant dean of students. Seniors are assigned rooms in the Senior Center by the director of the Senior Center. An applicant may indicate with whom he wishes to share a room, and the College will honor this preference whenever possible. The suites in the college dormitories consist of a study and bedroom which are provided with essential furniture. Students should furnish blankets and pillows; the College furnishes bed linen and towels. College property is not to be removed from the building or from the room in which it belongs; occupants are held responsible for any damage to their rooms. Room rent is $600 a year ($450 a year for triple rooms in the dormitories). Board has been tentatively set at $700 for the year. Should a sharp increase in food prices occur the rate may be increased, without prior notice, to as much as $750. These charges are the same regardless of whether a student lives in a college or fraternity residence or whether he eats at the Union, the Senior Center, or a fraternity. Every student pays these charges unless he has established residence with his family or is married and living with his wife or has been excused by the dean of students.

Other College Charges: All damage done to the buildings or other property of the College by persons unknown may be assessed equally on all the undergraduates. The College collects, in each academic year, student activities fees amounting to $75. A fee of $10 each semester for psychological counseling service is charged each regularly enrolled undergraduate student. The cost of tuition, board, room, and fees amounts to about $2,100 for the semester. To these items must be added the cost of textbooks, personal expenses (including travel), and fraternity expenses for members of these organizations.

Refunds: Refunds to students leaving college during the course of a semester will not be made unless for exceptional reasons. Any refund made will be in accordance with the schedule posted by the bursar of the College.

Health Care: The facilities of the Dudley Coe Memorial Infirmary (licensed as a private general hospital) and the services of the college physicians are available to all students. If ill, students should immediately report to the College Infirmary.

To cover costs of treatment and care during the college year, in the Infirmary or elsewhere, each student is required to have adequate health and accident insurance. This must be purchased through the College (the group rate is $35 per semester in 1972–1973), unless a student is covered otherwise by adequate health insurance certified by his parent or guardian at the time possible exemption from this requirement is requested. Coverage may be extended through the summer vacation by payment of an extra premium. Applications for the summer coverage are available at the Bursar's Office.

Motor Vehicles: All motor vehicles, including motorcycles and motor scooters, must be properly registered at the Dean of Students' Office. A registration fee of $5 per semester is charged to all students registering a motor vehicle. Failure to register a vehicle will result in a fine of $25. Adequate liability insurance is required.

The New England Association of Schools and Colleges accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators. Colleges support the efforts of public

school and community officials to have their secondary school meet the standards of membership.

STATISTICS: As of June 1972, 20,881 students have been matriculated at Bowdoin College, and 15,005 degrees in course have been awarded. In addition, earned master's degrees have been awarded to 219 postgraduate students. Living alumni include 7,691 graduates, 2,008 nongraduates, 25 medical graduates, 101 honorary graduates, and 218 graduates in the special postgraduate program.

Admission to the College

ONE can analyze the profile of Bowdoin's most recent class and make a rough prediction of a particular student's chances for admission to the next class. Approximately 70 percent of those admitted will have graduated from a public school, and the large majority will have ranked in the upper tenth of their graduating class. Well over half of the independent school graduates will have been in the upper third of their class. The typical entering freshman (although a number of exceptions could be cited) will have had four years of English, three or four years of a foreign language, mathematics through trigonometry, two or three years of laboratory sciences, and history. But helpful as statistics can be in revealing the nature of a class, it would be wrong to assume that they reveal the whole story of who is admitted.

To be certain, Bowdoin is primarily interested in the strong student. It is interested in the person who is intellectually inclined and is putting his talents to good use. But "drive" and "thirst" are perhaps closer to the mark in describing what the College is seeking. Bowdoin's decision to make College Board Tests optional (announced in January 1970) is evidence that the College feels high aptitude is less important than a keen sense of involvement in the world of ideas. The true student picks the most demanding courses, creates independent projects, and seeks to learn beyond what is required. Thus, tests and grades are only part of the story in judging the student. Teachers' and counselors' reports and samples of the student's writing and ideas often prove more valuable than test scores in revealing attitude, determination, and creativity. Bowdoin's appraisal of the student is partly an analysis of grades and scores, but largely an analysis of attitude, desire, and personal accomplishment.

Bowdoin is seeking a well-rounded class of individuals who are proud of their individuality. In the extracurricular realm, the College is looking for accomplishment and depth in areas of particular talent rather than surface involvement in a wealth of activities. Bowdoin seeks the exceptional social conscience, the exceptional writer, the exceptional musician, the exceptional athlete—people who have demonstrated sufficient discipline to become accomplished in an activity which will benefit not only the college community but also the general society thereafter.

Bowdoin is also seeking a classful of differences. Proud of its tradition in educating Maine and New England students, Bow-

doin seeks to balance their representation with men and women from across the nation and the world. Those from the suburbs remain most welcome, but Bowdoin is actively seeking to make their college experience more vital by introducing more students from the inner-city, the ghetto, and the rural areas.

In summary, Bowdoin is selecting a class of students who share certain characteristics: drive, generous aptitude, and a genuine desire to learn. On the other hand, Bowdoin seeks a class of differences: students with different talents, of differing backgrounds, from different places, and with different points of view. The resulting class, the College hopes, is a stimulating set of individuals with a common pursuit: education and application.

APPLICATION AND ADMISSION PROCEDURES

Early Decision: Early Decision is a plan whereby a candidate, if he is certain of his first-choice college, can attempt to resolve the problem of college admission early in the senior year. Ordinarily, Bowdoin admits between one-third and one-half of the class under the Early Decision program. Bowdoin is in agreement with other colleges regarding the general ground rules, which are as follows:

1. When each Early Decision candidate files his formal application for admission, he must state in writing that he wishes to be considered for Early Decision and that he will enroll if admitted. The Early Decision candidate may file regular applications at other colleges, but only with the understanding that these will be withdrawn if the candidate is accepted on an Early Decision basis by his first-choice college. In other words, only one Early Decision application may be made, but other regular applications can be listed simultaneously.

2. The student's application and formal request for Early Decision must be submitted to Bowdoin by *November* 1. The earlier the completed application is received, the earlier the College can deliberate the case and respond. Decisions will be announced no later than December 1.

3. A successful applicant for financial aid will be notified of the amount of his award at the time he receives his Early Decision acceptance, provided his financial aid forms are complete. Those applicants who are admitted without a decision on financial aid and who have financial need as determined by the College scholarship formula are free to continue other applications.

4. An Early Decision acceptance is contingent upon completion of the senior year in good standing.

5. A candidate not accepted under the Early Decision program will automatically be transferred to the regular applicant group and will be considered at the normal time in the spring. Failure to be admitted as an Early Decision candidate in no way prejudices one's chances for admission later. (Each year, some applicants who were deferred under Early Decision are accepted in April.) Decisions on all applications will be announced by mid-April.

Regular Admission: The following items constitute a completed admissions folder:

1. The student's application form submitted with the application fee ($20) as early as possible in the senior year. The deadline for receiving regular applications is *February* 1.

2. The secondary school report form with the school's confidential estimate of the candidate and a transcript of grades through the midyear marking period of the candidate's senior year.

3. Recommendations: Each candidate is required to submit two reference forms—from an English teacher and a second teacher, club adviser, or coach.

4. CEEB Tests: Applicants are not required to submit results of the CEEB Tests (normally over one-third of the candidates do not submit scores). If a student does choose to submit his test scores, the Admissions Committee will probably find them helpful in reaching a decision. The secondary school record, however, will always be considered the most important factor.

5. Visit and Interview: A visit to Bowdoin during the candidate's junior or senior year is recommended. An interview with an admissions officer is strongly encouraged but not required.

The College welcomes visitors throughout the year; however, interviews with an admissions officer should be arranged two weeks in advance. Because no interviews can be scheduled between *February* 1 and *May* 1, an applicant who desires an appointment should plan it before *February* 1. Student guides are available at the Moulton Union to conduct tours of the campus. The Admissions Office is open from 9 A.M. to 5 P.M. on weekdays and from 9 A.M. until 12 NOON on Saturdays during the academic year. During the summer it is open from 9 A.M. to 4 P.M. Monday-Friday and closed on Saturday.

Admission with Advanced Standing: Bowdoin participates in the College Entrance Examination Board Advanced Placement

Program and grants both advanced standing in courses and credit toward graduation to properly qualified students. Examinations in Advanced Placement subjects are given by the CEEB in May of each year, and a student is granted placement or credit on the basis of his examination performance. A score of 3, 4, or 5 normally results in a student's being given credit for one or two semesters of college-level work in the subject; if he elects to continue that subject in college, he is given appropriate placement. An applicant should request consideration for advanced placement and credit by arranging for all Advanced Placement Test scores to be sent to the Admissions Office.

Candidates not offering Advanced Placement examinations may secure advanced placement by passing a qualifying examination at the College. Bowdoin recognizes the place of more advanced courses in secondary school and provides an opportunity for the unusually qualified student to extend the range of work that he may do in school and college. Occasionally a student may gain sufficient credit to enable him to complete his college course in fewer than eight semesters.

Transfer Students: A limited number of students from other colleges and universities will be admitted each year to upper-class standing at Bowdoin. The records of transfer candidates should be of good quality (honors work or better) in a course of study which approximates the work that would have been done at Bowdoin had they entered as freshmen. At least one full year of residence at Bowdoin is required for the degree, but transfer into the senior class is not usually granted.

Special Students: Special-student status is granted to persons who do not wish to become candidates for the degree but wish to pursue studies in regular classes. Admission is based upon maturity, seriousness of purpose, and adequacy of preparation for the work to be undertaken. No student is permitted to continue in special standing more than two years. Those who enter as special students and who later wish to become candidates for the degree must satisfy all of the regular requirements for admission to the College.

PROCEDURE FOR APPLICATION FOR FINANCIAL AID

Bowdoin is one of more than one thousand colleges which ask candidates for financial aid to file information through the College Scholarship Service, P.O. Box 176, Princeton, N.J. 08540, or

P.O. Box 1025, Berkeley, California 94701, or P.O. Box 881, Evanston, Illinois 60201. This organization has been formed to simplify scholarship procedures and to make decisions on awards as fair as possible. Each applicant for financial aid must obtain the Parents' Confidential Statement Form from his school and request the College Scholarship Service to forward a copy of this statement to Bowdoin. *No other form is required by Bowdoin, and application for scholarship is complete upon receipt of the Parents' Statement and the completed application for admission.* February 1 is the deadline for filing these applications. Recipients of financial aid are selected on the basis of their academic records and personal promise; the amount of such assistance is intended to meet the individual's need as calculated from the information in the Parents' Confidential Statement. Additional material about the program of financial aid at Bowdoin may be found on pages 54–84. Awards of financial aid are announced with the letters of admission.

All correspondence concerning admission to the College and prematriculation scholarships should be addressed to the Director of Admissions, Bowdoin College, Brunswick, Maine 04011.

Scholarships, Loans, and Financial Aid

SCHOLARSHIP grants, loans, and student employment are the principal sources of aid for Bowdoin students who need help in meeting the expenses of their education. Bowdoin believes that a student who receives financial aid as an outright grant should also expect to earn a portion of his expenses and that he and his family should assume responsibility for repayment of some part of what has been advanced to help him complete his college course. Grants will total about $800,000 in 1972-1973 and will be made to more than 40 percent of the student body. All awards are made on the basis of satisfactory academic work and financial need, which is a requisite in every case. The financial aid program is coordinated by the director of student aid, to whom all applications, except those from students not yet enrolled in college, should be directed. Prospective freshmen should submit their applications to the director of admissions.

For the past several years, more than $250,000 has been lent annually to students. Long-term loans continue to be an integral part of financial aid, supplementing scholarship grants. Long-term loans may also be made to students not receiving scholarship grants on recommendation of the director of student aid. These loans, including those made from National Defense Student Loan funds, bear no interest during undergraduate residence. Interest at 3 percent is charged; and payment over a ten-year period is called for beginning nine months after graduation or separation; or after graduate school, three years of military, Peace Corps, or Vista service, or a combination of these. National Defense Student Loans also provide for the waiver of some payments for men who become teachers. Small, short-term loans are available upon application at the Business Office.

The student employment program offers a wide variety of opportunities to undergraduates. These include direct employment by the College, employment by the fraternities, and employment by outside agencies represented on the campus or located in the community. Some jobs are assigned to supplement grants and loans, but there are other opportunities for students who are interested, able, and willing to work. Commitments for employment are not made to freshmen until after the opening of college in September. The College participates in the Work-Study Program established

under the Economic Opportunity Act of 1964 and in the Educational Opportunity Grants Program established under the Higher Education Act of 1965.

PREMATRICULATION SCHOLARSHIPS: About one hundred freshmen each year receive prematriculation awards to help them meet the expenses of their first year. Recently the range of awards has extended from $400 to $4,000. As noted above, some awards are direct grants, but most include the tender of loans. The size and nature of these awards depend upon the need demonstrated by the candidates. Application should be made to the director of admissions before February 1 of each year. A candidate will be notified of a prematriculation award at the time he is informed of the decision on his application for admission, usually about April 15.

The general basis for the award of all prematriculation scholarships is the same although there are particular qualifications in several instances which are described below. For every award, however, each candidate is judged on the basis of his academic and personal promise as well as on the degree of his financial need. In determining these, the College considers the evidence provided by the school record, the results of standardized aptitude tests, the recommendations of school authorities and others, the range and degree of the candidate's interests, and the statement of financial resources submitted on the Parents' Confidential Statement of the College Scholarship Service.

A freshman who holds a prematriculation award may be assured of continuing financial aid that meets his needs in his upper-class years if his year-end grades are such as to assure normal progress toward graduation. This will ordinarily require grades of *Pass* in all regular courses, except that in some cases one grade of *Fail* may, at the discretion of the Committee on Student Aid, be balanced by one grade of *High Honors* or two grades of *Honors*. In each upperclass year the proportion of financial aid offered as a grant will be progressively decreased, and that offered as a loan increased, except in the case of certain scholarships where the full award must be made as an outright grant.

All awards of financial aid made in anticipation of an academic year, including the freshman year, will remain in effect for the full year unless the work of the holder is unsatisfactory. Awards for such students may be reduced or withdrawn for one semester. Awards may also be reduced or withdrawn for gross breach of conduct or discipline.

GENERAL SCHOLARSHIPS: Awards similar to prematriculation

scholarships are granted to undergraduates already enrolled in college on the basis of their academic records and their financial need. Normally, these awards are made at the end of one academic year in anticipation of the next, but applications may be made in November for aid to be assigned during the spring semester on a funds available basis. Awards made for a full year are subject to the same provisions covering prematriculation awards, but those made for a single semester are not considered as setting award levels for the following year.

Employment Assignments: So far as practicable all college student jobs paying as much as $200 per year will be assigned to students of recognized need by agreement between the director of student aid, the department head concerned, and the students to be employed.

Graduate Scholarships: These awards are made to students who have completed their work at Bowdoin and are pursuing advanced study at other institutions. Application should be made in writing to the director of student aid. They are described on pages 80–82.

U. S. Army Reserve Officers' Training Corps Scholarships: These four-year scholarships are awarded by the United States Army on a competitive basis to high school seniors. Recipients may use these scholarships at any college which will admit them and which has an Army ROTC program. Additionally, scholarships for one, two, and three years are awarded on a competitive basis to students already in the Bowdoin ROTC program. The grant from the Army covers full tuition with an annual allowance for fees, books, and supplies as well as $100 a month subsistence pay. Awards are made without regard to financial need. Recipients must agree to take the four-year ROTC program to earn a commission and to serve four years of active duty as an officer in the United States Army. To secure application forms for the four-year ROTC scholarship, individuals should write to the commanding general of the Army area in which they live or to the director of the ROTC program at Bowdoin College no later than October of the senior year in high school. Applications for the one-, two-, and three-year ROTC scholarship program are made during the school year upon announcement by the director of the ROTC program.

General Scholarships

The awards made as general scholarships are derived from funds provided by many generous donors, including alumni who contribute annually through the Alumni Fund. Most of them are assigned on an annual basis early in the summer by the Faculty Committee on Admissions and Student Aid, but others, especially for freshmen, are made at the end of the fall semester. The scholarships are listed alphabetically in each of two sections, endowed scholarships and scholarships funded annually.

ENDOWED SCHOLARSHIPS

(As of January 31, 1972)

E. Farrington Abbott Memorial Scholarship Fund (1965) $30,063
Given by his family.
Preference, first, to students from Androscoggin County, and second, to students from Maine.

Clara Rundlett Achorn Scholarships (1932) 14,357
Given by Edgar O. Achorn 1881.
Preferably to students from Lincoln Academy, Newcastle.

Fred H. Albee Scholarship Fund (1956) 31,074
Given by Mrs. Fred H. Albee.

Louella B. Albee Scholarship (1956)
Given by Mrs. Fred H. Albee.
One-half the income of a trust fund, awarded every four years.

Stanwood Alexander Scholarship (1903) 13,863
Given by DeAlva Stanwood Alexander 1870.
Preferably to students from Richmond, or for excellence in American history.

Vivian B. Allen Foundation Scholarship Fund (1970) 98,767
Given by the Vivian B. Allen Foundation.
To students from foreign countries.

Leon W. and Hazel L. Babcock Fund (1965) 24,578
Given by Leon W. Babcock 1917.
Students showing aptitude and interest in the study of the physical sciences.

Antanina Kunigonis-Marcinkevicius Bachulus Fund (1964) 20,849
Given by John Matthew Bachulus 1922.
Preference to a student of American citizenship and Lithuanian descent, or a foreign student of Lithuanian origin.

Eva D. H. Baker Scholarship (1932) 6,320
Given by Guy P. Estes 1909.
Preferably to a Christian Scientist.

Dennis Milliken Bangs Scholarship (1918) 6,933
Given by Mrs. Hadassah J. Bangs.

W. S. Bass '96 and J. R. Bass '00 Memorial Scholarship Fund (1965) 14,679
Given by members of the Bass family.
Students from Wilton, other towns in Franklin County, or from Maine.

Richard C. Bechtel Scholarship Fund (1967) 17,385
Given by Richard C. Bechtel 1936.
Preference to students showing aptitude and interest in the field of mathematics.

Charles R. and Mary D. Bennett Scholarship Fund (1967) 5,708
Given by Mrs. Charles R. Bennett.
Students from Yarmouth, from North Yarmouth Academy or Yarmouth High School, or from Cumberland County.

Freeman E. Bennett and Ella M. Bennett Fund (1950) 45,460
Given by Mrs. Freeman E. Bennett.

Louis Bernstein Scholarship Fund (1970) 19,124
Given by Louis Bernstein 1922.

Harold Lee Berry Scholarship Fund (1959) 18,313
Given by Harold Lee Berry 1901.

Charles G. Berwind Scholarship Fund (1966) 26,774
Given by Charles G. Berwind and others.
Preference to students who have been associated with the program of the Big Brothers of America, Inc.

Beverly Scholarship (1923) 3,800
Given by the Beverly (Mass.) Men's Singing Club.
Preference to students from Beverly, Massachusetts.

William Bingham 2nd Scholarship Fund (1956) 28,333
Given by the Trustees, Betterment Fund under the will of William Bingham 2nd.
Students from Bethel, other towns in Oxford County, or from Maine.

Adriel U. Bird Scholarship Fund (1953) 124,108
Given by a friend of Adriel U. Bird 1916.
Students from New England graduated from New England schools.

Blake Scholarship (1882) 5,578
Given by Mrs. Noah Woods.

George Franklin Bourne Scholarship (1887) 1,393
Given by Mrs. Narcissa Sewall Bourne.

James Bowdoin Scholarship Fund (1969) 30,633
Given by Clara Bowdoin Winthrop.
Preference to students who are residents of Maine.

James Bowdoin Student Aid Fund (1962) 2,631
Given by several persons.

George W. R. Bowie Fund (1965) 3,361
Given by William Roland Bowie.
A needy Protestant student, preferably a country boy of American ancestry from Androscoggin County.

Robert W. Boyd Scholarship Fund (1968) 7,854
Given by his friends.

John Hall and George Monroe Brett Fund (1957) 55,720
Given by Mrs. John Hall Brett.

Geraldine Brewster Scholarship Endowment Fund (1957) 5,464
Given by Geraldine Brewster.

Stuart F. Brown Scholarship Fund (1968) 20,655
Given by Mrs. Stuart F. Brown and family.

William Buck Scholarship Fund (1947) 2,154
Given by Anna S. Buck.
A premedical student, preferably from Piscataquis County.

George W. Burpee Scholarship Fund (1968) 8,368
Given by his friends.

Moses M. Butler Scholarship Fund (1903) 13,703
Given by Mrs. Moses M. Butler.

Buxton Scholarship Fund (1875) 17,609
Given by Cyrus Woodman 1836, Frank H. L. Hargraves 1916, and Gordon S. Hargraves 1919.
Preference to natives and residents of Buxton.

Florence Mitchell Call Scholarship (1927) 2,154
Given by Norman Call 1869.

Sylvester B. Carter Scholarship (1918) 3,913
Given by Sylvester B. Carter 1866.
Residents of Massachusetts.

Warren B. Catlin Fund (1969)
Given by Warren B. Catlin.
The sum of $35,000 of the annual income of a fund of $2,048,400 for financial assistance to students in the form of loans and/or grants.

Justus Charles Fund (1875) 13,775
Given by Justus Charles.

Curtis E. Chase Memorial Fund (1971) 4,635
Given by his family and friends.
A senior who realizes the importance of serving the United States.

Henry T. Cheever Scholarship (1897) 698
Given by Henry T. Cheever 1834.

Hugh J. Chisholm Scholarship (1915) 81,259
Given by Mrs. Hugh J. Chisholm and Hugh J. Chisholm, Jr.

Claff Scholarship Fund (1963) 19,246
Given by the Claff Charitable Foundation, Dr. C. Lloyd Claff 1918, Chester E. Claff 1921, and Leslie A. Claff 1926.
No award until principal reaches $25,000.

Samuel Clark, Jr., Scholarship Fund (1941) 17,946
Given by Samuel W. Clark, Jr.
Students serving as assistants, preferably from Portland.

Class of 1872 Scholarship (1903) 3,509
Given by the Class of 1872.

Class of 1881 Scholarship (1907) 5,667
Given by the Class of 1881.

Class of '92 Scholarship Fund (1918) 2,077
Given by the Class of 1892.

Class of 1896 Memorial Scholarship Fund (1917) 7,764
Given by the Class of 1896.

Class of 1903 Scholarship (1914) 27,665
Given by the Class of 1903.
Preference to descendants of members of the Class.

1916 Class Fund (1941) 7,907
Given by the Class of 1916.

Class of 1919 Scholarship Fund (1970) 34,782
Given by the Class of 1919.
Preference to descendants of members of the Class.

Class of 1920 Scholarship Fund (1938) 2,990
Given by the Class of 1920.

Class of 1926 Fund (1951) 51,425
Given by the Class of 1926.

Class of 1929 Memorial Scholarship Fund (1954) 62,100
Given by the Class of 1929.
Preference to descendants of members of the Class.

Class of 1930 Scholarship Fund (1955) 39,033
Given by the Class of 1930.

Class of 1931 Memorial Fund (1956) 27,416
Given by the Class of 1931.

Class of 1932 Scholarship Fund (1957) 26,498
Given by the Class of 1932.

Class of 1933 Memorial Fund (1958) 18,554
Given by the Class of 1933.
Preference to descendants of members of the Class.

Class of 1936 Scholarship Fund (1961) 41,093
Given by the Class of 1936.

Class of 1940 Memorial (1965) 27,699
Given by the Class of 1940.
Preference to students of meritorious scholastic achievement who are athletically adept.

Class of 1942 Memorial Scholarship Fund (1968) 44,194
Given by the Class of 1942.
Two scholarships of one-half the annual income each to freshmen, one to a student of meritorious achievement who is athletically adept and one to a student of meritorious achievement who is adept in the study of classics, music, or art.

1944 Class Fund (1944) 36,568
Given by the Class of 1944.

James F. Claverie Memorial Scholarship Fund (1967) 5,934
Given by Mrs. Dorothy A. Claverie.
Preference to descendants of James F. Claverie 1910.

Mary Cleaves Scholarship Fund (1872) 4,324
Given by Mary Cleaves.

Philip O. and Alice Meyer Coffin Scholarship Fund (1967) 10,807
Given by Alice M. Coffin.
Preference to students who graduated from the Brunswick High School.

Alfred E. Cohan Scholarship Fund (1970) 15,074
Given by Hannah Seligman.
Students who have an interest in the creative arts.

Sanford Burton Comery Fund (1936) 1,436
Given by the Belmont High School and friends.
Preferably to a student from the Belmont, Massachusetts, High School, or the Thomaston, Maine, High School.

Albert D. and Madelyn Dyer Conley Scholarship Fund (1968) 12,518
Given by Mr. and Mrs. Albert D. Conley in memory of John Small Dyer, Medical 1904.
Preference to physically or socially handicapped students from the State of Maine.

Connecticut Alumni Scholarship Fund (1955) 13,583
Given by the Bowdoin Alumni Association of Connecticut.

Carleton S. Connor Memorial Fund (1963) 36,795
Given by his friends and relatives.
Preference to students from Connecticut.

E. C. Converse Scholarship Fund (1922) 73,760
Given by Edmund Cogswell Converse.

Leon T. and Florence Kennedy Conway Scholarship Fund (1967) 30,571
Given by Leon T. Conway 1911 and Mrs. Conway.
Preference to students from Hackensack and other New Jersey communities.

Harry S. and Jane B. Coombs Fund (1962) 2,349
Given by Mrs. Harry S. Coombs.

Else H. Copeland Scholarship Fund (1955) 39,368
Given by Melvin Thomas Copeland 1906.

Manton Copeland Scholarship Fund (1960) 29,576
Given by friends of Professor Copeland.
Preference to juniors and seniors majoring in biology.

Cram Memorial Scholarship (1872) 1,396
Given by Marshall Cram.

Ephraim Chamberlain Cummings Scholarships (1914) 4,183
Given by Mrs. Ephraim C. Cummings.

Charles M. Cumston Scholarship (1902) 34,709
Given by Charles M. Cumston 1843.
Preferably to graduates of the English High School of Boston.

Mary Decrow Dana Scholarship Fund (1967) 27,749
Given by Luther Dana 1903.

Dr. Murray Snell Danforth Fund (1956) 12,744
Given by Agnes H. Danforth.
Legal residents of Maine preparing for the medical or related professions.

Deane Scholarship in English Literature (1924) 1,426
Given by Mrs. Sarah M. B. Deane.
A deserving student showing particular ability in English literature.

Noel W. Deering and James L. Deering Scholarship Fund (1970) 750
Given by Mrs. Noel W. Deering.

Benjamin Delano Scholarship (1877) 1,396
Given by Benjamin Delano.

Delta Psi of Sigma Nu Scholarship (1972) 68,091
Established by Sigma Nu Corporation.
Preference to descendants of Bowdoin Sigma Nu alumni.

Dodge Fund (1959) 25,211
Given by Leon A. Dodge 1913.
Most deserving student who graduated from Lincoln Academy, Newcastle, or if none, to students from Lincoln County.

John C. Dodge Scholarship (1872) 7,067
Given by John C. Dodge 1834 and his family.

James L. and Harriet I. Doherty Scholarship (1931) 7,178
Given by Mrs. James L. Doherty.

Frank Newman Drew Scholarship (1926) 2,871
Given by Franklin M. Drew 1858.

Edward A. Drummond Scholarships (1914) 7,251
Given by Edward A. Drummond.
Preferably to students from Bristol.

Joseph Blake and Katharine Randall Drummond Scholarship Fund (1966) 16,553
Given by Mrs. Joseph B. Drummond.
Preference to students from Cumberland County.

Charles Dummer Scholarships (1874) 8,853
Given by Mrs. Charles Dummer.

Robert H. Dunlap Scholarship Fund (1970) 195,187
Given by Mrs. Robert H. Dunlap.
For qualified French students to study for a year at Bowdoin or for qualified Bowdoin students to study for a year in France.

Jessie Ball du Pont Scholarship Fund (1966) 444,736
Given by Mrs. Alfred I. du Pont.

Emma Jane Eaton Scholarship (1944) 14,357
Given by Mrs. Emma Jane Eaton.
Students who are graduates of the Calais High School or natives of Washington County.

Ayres Mason Edwards Scholarships (1937) 7,717
Given by Mrs. Ayres Mason Edwards.

Robert Seaver Edwards Scholarship Fund (1965) 13,111
Given by an anonymous donor.

John F. Eliot Scholarship (1932) 51,220
Given by John F. Eliot 1873 and Mrs. Eliot.

And Emerson Scholarships (1875) 10,402
Given by And Emerson.

Emery Scholarship (1933) 17,334
Given by Mrs. Anne Crosby Emery Allinson.
For an individual boy to be selected by the dean of the College.

William Engel Fund (1936) 25,035
Given by Mrs. William Engel.

Dana Estes Scholarship (1912) 3,532
Given by Dana Estes.

Guy Parkhurst Estes Scholarships (1958) 126,056
Given by Guy Parkhurst Estes 1909.

Lewis Darenydd Evans II Scholarship Fund (1950) 175,886
Given by Frank C. Evans 1910 and Mrs. Evans.
Scholarships or loans to students from the State of Maine.

Fagone Scholarship Fund (1969) 2,171
Given by Mrs. Helen Bacon Fagone and friends in memory of Francis A. Fagone 1922.
Preference to a student from Portland High School or Deering High School in Portland, Maine, who intends to pursue a medical course of study or one in the natural sciences.

George B. Farnsworth-Thomas P. and Agnes J. Hanley Scholarship Fund (1966) 12,444
Given by Miss Margaret A. Hanley and Daniel F. Hanley 1939.
Preference to juniors and seniors who are premedical students.

Hugh F. Farrington Scholarship Fund (1947) 287
Given by Mrs. Hugh F. Farrington.
A member of the Phi Delta Psi Fraternity to be awarded at the end of his junior year.

G. W. Field Fund (1881) 5,837
Given by George W. Field 1837.
Preference, first, to students or graduates of the Bangor Theological Seminary and, second, to graduates of the Bangor High School.

Herbert T. Field Scholarship Fund (1967) 40,921
Given by Caroline F. Dunton.
Preference to students from Belfast and Waldo County, Maine.

Edward Files Scholarship Fund (1960) 4,271
Given by Charles Edward Files 1908.
Preference to a student from Cornish or a nearby town.

Joseph N. Fiske Scholarship (1896) 1,396
Given by Mrs. Joseph N. Fiske.

John P. Fitch Scholarship Fund (1968) 23,517
Given by Mrs. John P. Fitch.

Dr. Ernest B. Folsom Scholarship Fund (1967) 59,946
Given by Effie I. Jordan.

Wm. E. Foster Scholarship Fund (1968) 105,352
Given by Mrs. Alta Whitehouse Foster.
Preference to students intending to pursue a career in journalism.

Samuel Fraser Scholarship Fund (1969) 2,963
Given by Samuel Fraser 1916.
Students from Masardis, Maine.

Benjamin Apthorp Gould Fuller, of the Class of 1839, Scholarship (1916) 1,783
Given by an anonymous donor.
Preference to a student from Augusta.

George Gannett Fund (1913) 9,029
Given by Mrs. George Gannett.

General Electric College Bowl Scholarship Fund (1964) 16,178
Given by the General Electric Company and others.

William Little Gerrish Scholarship (1890) 1,396
Given by Frederic Henry Gerrish 1866.

Charles H. Gilman Scholarship (1924) 1,436
Given by Mrs. Charles H. Gilman.

Given Foundation Scholarship Fund (1960) 120,445
Given by the Irene Heinz Given and John LaPorte Given Foundation, Inc.

Dr. Edwin W. Gould Scholarship (1936) 1,436
Given by Edwin W. Gould, Medical 1887.

Joseph and Lester Gumbel Scholarship Fund (1959) 24,089
Given by Lester Gumbel 1906.

Henry W. and Anna E. Hale Scholarship Fund (1945) 20,848
Given by an anonymous donor.

John P. Hale Scholarship (1916) 5,427
Given by Mrs. John P. Hale and Mrs. Elizabeth Hale Jacques.

Hall-Mercer Scholarship Fund (1940) 107,270
Given by the Reverend Alexander G. Mercer.

John F. Hartley Scholarship (1915) 20,082
Given by Frank Hartley.
Students or graduates intending to enter the profession of the law.

Moses Mason Hastings Fund (1933) 12,567
Given by Mrs. Fred H. Dodge.
Preferably to students from Bethel and Bangor.

Hasty Scholarship Fund (1912) 1,436
Given by Almira K. Hasty.
Preferably to students from Portland or Cape Elizabeth.

John W. and Florence S. Higgins Scholarship Fund (1966) 295,514
Given by John W. Higgins 1902 and Mrs. Higgins.
Preference to students from Starks, Skowhegan, Somerset County, and Maine, in that order.

Ernest Laurence Hill Scholarship Fund (1960) 142,271
Given by Mrs. Annette S. Hill.

Linnie P. Hills Fund (1963) 11,117
Given by Mrs. Linnie P. Hills.

Howe Scholarship (1931) 63,410
Given by Lucien Howe 1870.
Preferably to students intending to study ophthalmology or allied subjects.

Caroline Huntress Scholarship Fund (1943) 1,406
Given by Roderick L. Huntress 1927.

Roscoe Henderson Hupper Scholarship Fund (1968) 13,111
Given by Mrs. Roscoe H. Hupper.

Guy H. Hutchins Scholarship (1943) 1,436
Given by Guy H. Hutchins, Medical 1899.
A student majoring in biology or chemistry.

Winfield S. Hutchinson Scholarships (1959) 42,380
Given by Mrs. Winfield S. Hutchinson.

William Dunning and Mary Elliott Ireland Scholarship Fund (1968) 2,858
Given by William D. Ireland, Jr., 1949.

Ireson-Pickard Scholarship (1960) 6,022
Given by Jennie E. Ireson.

Howard Rollin Ives Memorial Scholarship (1917) 49,313
Given by friends of Howard Rollin Ives 1898.

Henry Whiting Jarvis Scholarship Fund (1954) 1,407
Given by Mrs. Eleanor Jarvis Newman.

Alfred Johnson Scholarships (1870) 4,182
Given by Alfred Waldo Johnson 1845.

John Johnston Fund (1938) 35,892
Given by Albert W. Johnston.

Sarah Maude Kaemmerling Scholarship and Loan Fund (1959) 129,081
Given by Mrs. Sarah Maude Kaemmerling.

Kappa Scholarship Fund (1947) 6,930
Given by Charles S. F. Lincoln 1891.
To a member of the Psi Upsilon Fraternity.

Frederick L. Kateon Scholarship (1971) 15,408
Given by Frederick L. Kateon.
One-third to a student majoring in foreign languages, one-third to a student tending toward public life or the law, and one-third to a student pursuing premedical courses.

Dean Nathaniel C. Kendrick Scholarship Fund (1970) 8,191
Given by his family and friends.

Frank H. Kidder Scholarship (1929) 30,628
Given by Frank H. Kidder.
Preference to graduates of Thayer Academy or students from Massachusetts.

Monte Kimball Scholarship Fund (1970) 44,214
Given by W. Montgomery Kimball 1923.
Preference to students from Henderson County, North Carolina.

Bowdoin Martin Luther King, Jr., Scholarship (1971) 1,469
Given by various donors.

Charles Potter Kling Fund (1934) 71,784
Given by Charles P. Kling.
Provides tuition and books for students of colonial or revolutionary ancestry.

George B. Knox Fund (1962) 740,706
Given by George B. Knox 1929 and Mrs. Knox.
Preference, first, to students from California and, second, to students from the Pacific coast as scholarships or financial aid.

Donald Nash Koughan Scholarship (1972) 1,000
Given by Mrs. Donald N. Koughan.
Preference to students who are doing their major work in English.

Samuel Appleton Ladd, Jr., Scholarship Fund (1969) 10,371
Given by the Class of 1929.
Juniors and/or seniors interested in pursuing a business career.

Frederic Evans Lally Scholarship (1902) 698
Given by Frederic Evans Lally 1882.

Joseph Lambert Fund (1896) 1,393
Given by Mrs. Ann E. Lambert.

Donovan D. Lancaster Scholarship (1969) 7,364
Given by members of Alpha Rho Chapter, Kappa Sigma Fraternity, and other friends.
Preference to an active member of Alpha Kappa Sigma Fraternity.

John V. Lane Scholarship (1942) 7,178
Given by Susan H. Lane.

Lawrence Foundation (1847) 8,930
Given by Mrs. Amos Lawrence.
Preference to graduates of Lawrence Academy.

Lawrence Scholarship (1926) 35,921
Given by Mrs. Samuel C. Lawrence.
Students residing in the State of Maine.

Richard Almy Lee Scholarship (1910) 2,871
Given by Mrs. Elizabeth Lee Eliot and Miss Sylvia Lee.
Preference to a member of the Beta Theta Pi Fraternity.

Edward K. Leighton Scholarships (1953)
Given by Edward K. Leighton 1901.
A part of the income of the Edward K. Leighton Fund.
Students residing in Knox County.

Leon Leighton and Margaret B. Leighton Scholarship Fund (1944) 14,357
Given by Leon Leighton, Jr., 1919.
Preference to descendants of alumni of Bowdoin College.

Frank E. and Nellie V. Leslie Scholarship Fund (1967) 5,341
Given by Nellie V. Leslie.
Preference to students from Maine or Massachusetts pursuing a premedical course.

Weston Lewis Scholarship (1919) 21,535
Given by Mrs. Weston Lewis.

John W. Leydon Memorial Scholarship Fund (1972) 1,428
Given by his family and friends.

Charles F. Libby Scholarship (1915) 4,695
Given by Charles F. Libby 1864.
A student and resident of Portland, preferably pursuing a classical course.

Lucien P. Libby Memorial Scholarship (1971) 15,280
Given by Mrs. Lucien P. Libby.
Preference to boys from Portland, Maine.

Amos D. Lockwood Scholarship (1888) 1,584
Given by Mrs. Sarah F. Lockwood.

George C. Lovell Scholarship (1917) 2,834
Given by Mrs. George C. Lovell.
Preference to a student from Richmond.

Lubec Scholarship Fund (1961) 58,307
Given by Sumner T. Pike 1913.
Preference to current or former residents, or descendants of residents, of Lubec, with second preference to students similarly associated with other communities in Washington County.

Moses R. Ludwig and Albert F. Thomas Scholarships (1884) 1,460
Given by Mrs. Moses R. Ludwig.

Earle Howard Lyford Scholarship (1956) 2,612
Given by Mrs. Earle Howard Lyford.

Frederick J. and Hope M. Lynch Fund (1968) 20,422
Given by Hope M. Lynch.
Preference to students born and residing in Maine.

Louis Blalock McCarthy Scholarship Fund (1966) 18,190
Given by his family and friends.

Scott S. McCune Scholarship Fund (1963) 29,209
Given by Mr. and Mrs. George W. McCune, Jr., George B. Knox 1929, and Mrs. Knox.
Preference to students from Idaho and Utah.

S. Forbush McGarry, Jr., Scholarship Fund (1941) 30,556
Given by S. Forbush McGarry, Jr., 1936 and Caroline McGarry.

Greenwood H. McKay Fund (1965) 10,681
Given by Roland L. McKay, Medical 1908.
Preference to students from Augusta.

Max V. MacKinnon Scholarship Fund (1968) 1,097
Given by Mrs. Louise McCurdy MacKinnon.

George Clifton Mahoney Fund (1939) 11,930
Given by George C. Mahoney 1891.

William N. Mann Scholarship Fund (1969) 2,135
Given by William N. Mann.
Preference to residents of Yarmouth, Maine, or second, to graduates of North Yarmouth Academy.

Richard S. Mason Scholarships (1958)
Given by Jane Graham Mason.
One-third of the income of a fund of $50,977.

Charles P. Mattocks Scholarship (1955) 2,719
Given by Mrs. Mary M. Bodge.

Francis LeBaron Mayhew Scholarship Fund (1922) 9,092
Given by Mrs. Francis LeBaron Mayhew.

James Means Scholarship (1885) 2,929
Given by William G. Means.

Joseph E. Merrill Scholarships (1909)
Given by Joseph E. Merrill 1854.
The sum of $4,000 annually from the income of a fund of $475,164.
To American-born students, preferably those born in Maine.

Edward F. Moody Scholarship (1912) 6,915
Given by Inez A. Blanchard and others.
To a meritorious student for proficiency in chemistry.

Jennie L. Moody Fund (1947) 28,714
Given by William A. Moody 1882.

Hoyt A. Moore Scholarship Fund (1954) 136,479
Given by Hoyt A. Moore 1895.
For Maine boys, preferably from Ellsworth and other places in Hancock County.

Malcolm E. Morrell Scholarship Fund (1967) 12,734
Given by his friends.

Freedom Moulton Scholarship Fund (1933) 14,924
Given by Augustus F. Moulton 1873.

New Hampshire Charitable Fund Scholarship (1964) 32,312
Given by the New Hampshire Charitable Fund and New Hampshire Alumni.
A student residing in New Hampshire.

Edward Henry Newbegin Scholarship (1909) 2,091
Given by Henry Newbegin 1857.

Guilford S. Newcomb Scholarship (1939) 1,436
Given by Edward R. Stearns 1889.
A worthy student from Warren.

Crosby Stuart Noyes Scholarships (1897) 5,578
Given by Crosby Stuart Noyes.
Preference to natives or residents of Minot.

O'Brien Scholarship (1935) 7,178
Given by Mrs. Harriet O'Brien Walker.
Preferably to students from Machias.

Osborne-Fawcett Scholarship Fund (1967) 21,359
Given by Mrs. D. C. Osborne.
Preference to students from the New York City-Long Island, N.Y., area.

Packard Scholarship (1905) 2,870
Given by Alpheus S. Packard, Jr., 1861.
A student in botany, geology, or zoology.

George Winfield Parsons Scholarship (1956) 3,178
Given by Harry S. Parsons, Medical 1891.
To a student from Brunswick.

Lindley F. and Mabelle Foss Parsons Scholarship Fund (1969) 1,573
Given by Marcus L. Parsons 1941.
Preference to students from Somerset County, Maine, or second, to students from rural Maine.

John H. Payne Scholarship (1947) 13,639
Given by John H. Payne 1876.
Preferably students born and brought up in the State of Maine.

John H. and Ernestine A. Payne Scholarship Fund (1947) 191,166
Given by Mrs. John H. Payne.
Preferably students born and brought up in the State of Maine.

Payson Scholarship (1935) 225,887
Given by Mrs. Charles H. Payson.

Roland Marcy Peck Memorial (1917) 1,396
Given by Anna Aurilla Peck.

Woolf Peirez Scholarship Fund (1958) 40,377
Given by Louis A. Peirez.
Students from New York City or Nassau County, preferably those who are foreign born or are of foreign-born parents.

Samuel H. and Sarah Allen Perkins Scholarship Fund (1947) 1,446
Given by Dr. Anne E. Perkins and Dr. Effie A. Stevenson.

Arthur Lincoln Perry Scholarship (1936) 7,178
Given by Mary Adelia Perry.

Trueman S. Perry Scholarship (1939) 1,266
Given by Trueman S. Perry 1850.
A student looking to the Evangelical ministry as a profession.

Margaret M. Pickard Scholarship Fund (1954) 44,895
Given by John C. Pickard 1922.

Pierce Scholarship (1878) 1,465
Given by Mrs. Lydia Pierce.

Stanley Plummer Scholarship (1920) 2,894
Given by Stanley Plummer 1867.
Preference to students born in Dexter.

Alton S. Pope Scholarship (1970) 1,661
Given by Mrs. Alton S. Pope and Philip H. Pope 1914.
Preference to graduates of Cony High School, Augusta, Maine.

Potter Scholarship (1950) 75,374
Given by Caroline N. Potter.

Walter Averill Powers 1906 Scholarship Fund (1963) 11,806
Given by Ralph A. Powers 1913.
A student residing in the State of Maine.

John Finzer Presnell, Jr., Scholarship Fund (1947) 1,436
Given by Mr. and Mrs. John F. Presnell.
A student of high Christian principles.

C. Hamilton Preston, Class of 1902, Scholarship (1955) 2,719
Given by C. Hamilton Preston 1902.

Annie E. Purinton Scholarship (1908) 7,695
Given by Mrs. D. Webster King.
Preference to a Topsham or Brunswick boy.

Henry Brewer Quinby Scholarship Fund (1930) 61,735
Given by Mrs. Gurdon Maynard.
Preference to students from Maine, of American ancestry on both sides.

Henry Cole Quinby Scholarship (1962) 137,815
Given by Florence C. Quinby.
Preference to students from Kents Hill School.

Returned Scholarships (1933) 11,078
Given by various persons.

C. Earle Richardson and Ethel M. Richardson Fund (1962) 99,820
Given by C. Earle Richardson 1909.
Preference to students from Maine.

Flora T. Riedy Fund (1965) 16,022
Given by Flora T. Riedy.
Scholarships or loans to students.

Rodney E. Ross 1910 Scholarship Fund (1965) 27,464
Given by Rodney E. Ross 1910.

Walter L. Sanborn Oxford County Scholarship Fund (1948) 27,832
Given by Walter L. Sanborn 1901.
Residents of Oxford County, preferably from Norway and Paris.

Mary L. Savage Memorial Scholarship (1872) 1,533
Given by William T. Savage 1833.

Vernon and James Segal Fund (1966) 1,217
Given by Vernon L. Segal 1943 and James S. Segal 1950.
Scholarships or loans to students.

Stephen Sewall Scholarship (1873) 1,533
Given by Stephen Sewall.

William B. Sewall Scholarship (1870) 1,621
Given by Mrs. William B. Sewall.

Charles Burnham Shackford Scholarship Fund (1963) 11,333
Given by Martha Hale Shackford.
A student or students studying in the humanities.

Charles Wells Shaw Scholarship (1942) 1,436
Given by Mrs. William Curtis Merryman.
Preference to residents of Bath or Brunswick.

Shepley Scholarship (1871) 1,396
Given by Ether Shepley.

Shumway Scholarship (1959) 112,170
Given by the family of Sherman N. Shumway 1917.
Students giving evidence of interest and ability in accomplishing leadership in campus activities and citizenship.

Wayne Sibley Scholarship (1956) 43,326
Given by the George I. Alden Trust and his family.
Preferably to a student from Worcester County, Massachusetts.

Freeman H. and Anne E. Smith Scholarships (1934) 2,871
Given by Mrs. Cora A. Spaulding.
To two students preferably from North Haven, Vinalhaven, or Rockland.

Society of Bowdoin Women Foundation (1971) 47,811
Given by the Society of Bowdoin Women.
$1,000 awards to undergraduate women students.

Joseph W. Spaulding Fund (1926) 3,589
Given by Mary C. Spaulding.
To a member of the freshman class.

Ellis Spear Scholarship (1919) 15,801
Given by Ellis Spear 1858.

William E. Spear Scholarship Fund (1924) 1,716
Given by Mrs. William E. Spear.

John G. Stetson '54 Fund (1954) 79,170
Given by Marian Stetson.
Preference to boys from Lincoln County.

William Law Symonds Scholarship (1902) 4,834
Given by his family.
Preference to a student showing tendency to excellence in literature.

Jane Tappan Scholarship Fund (1956) 9,913
Given by Mrs. Margaret Tappan Shorey.

W. W. Thomas Scholarship (1875) 8,368
Given by William Widgery Thomas 1860.

Earle S. Thompson Scholarship Fund (1961) 178,753
Given by Earle S. Thompson 1914.
Preference, first, to graduates of high schools in Sagadahoc County or whose homes are in that county and, second, to those residing in the State of Maine.

Frederic Erle Thornlay Tillotson Scholarship Fund (1962) 14,682
Given by his friends.
A freshman interested and talented in music.

Marvin Tracey Memorial Scholarship Fund (1965) 2,854
Given by Mrs. Dorothy Simon.

Hiram Tuell Fund (1946) 718
Given by Harriet E. and Anne K. Tuell.

21 Appleton Hall Scholarship (1940) 4,058
Given by its former occupants.

Walker Scholarships (1935) 35,892
Given by Annetta O'Brien Walker.

Genevieve Warren Memorial Scholarship Fund (1967) 16,455
Given by Herbert E. Warren 1910.

John Prescott Webber, Jr., Scholarship (1902) 3,810
Given by John P. Webber.

George Webster Scholarship (1947) 4,307
Given by Mary L. Webster.

Arthur D. and Francis J. Welch Scholarship Fund (1967) 219,890
Given by Mr. and Mrs. Edward P. Morgan, Vincent B. Welch 1938, and Mrs. Welch.
Preference to academically talented students of high character, with leadership potential and athletic proficiency, and from outside New England.

Wentworth Scholarship Fund (1937) 1,436
Given by Walter V. Wentworth 1886.

Henry Kirke White and Jane Donnell White Fund (1951) 16,000
Given by Florence Donnell White.
Preference to students specializing in classics or mathematics.

Ellen J. Whitmore Scholarship (1903) 2,789
Given by Ellen J. Whitmore.

Huldah Whitmore Scholarships (1887) 6,971
Given by William G. Barrows 1839.

Nathaniel McLellan Whitmore and George Sidney Whitmore Scholarships (1887) 3,009
Given by Mrs. Mary J. Whitmore.

Ralph L. Wiggin Scholarship Fund (1971) 5,093
Given by Mrs. Ralph L. Wiggin.
Preference to students from Rockland, Maine, or Knox County.

Frederick W. and Elizabeth M. Willey Scholarship Fund (1963) 10,314
Given by Frederick W. Willey 1917 and Mrs. Willey.

Roliston G. Woodbury Scholarship Fund (1964) 16,477
Given by his friends.

Richard Woodhull Scholarship (1912) 14,306
Given by Mrs. Mary E. W. Perry.
Preference to the descendants of the Reverend Richard Woodhull.

Cyrus Woodman Scholarships (1903) 13,029
Given by Mary Woodman.

Paul L. Woodworth Scholarship Fund (1970) 988
Given by Madeline P. Woodworth.
Preference to students from Fairfield, Somerset County, and Maine, in that order.

Fountain Livingston Young and Martha Higgins Young Scholarship Fund (1964) 26,106
Given by Paul C. Young 1918 and John G. Young 1921.
Preference to descendants of Fountain and Martha Young, or to residents of Texas.

Louis J. Zamanis Scholarship Fund (1961) 9,331
Given by Mrs. Louis J. Zamanis.

ANNUALLY FUNDED

W. Clinton Allen Scholarship
Given by Mrs. W. Clinton Allen.
A gift of $200.

Alumni Fund Scholarships
Given by the Directors of the Alumni Fund.
A portion of the receipts of the Alumni Fund, to provide scholarships for entering freshmen. These awards are in varying amounts depending on the financial status of each candidate; selections are made by the Faculty Committee on Admissions and Student Aid.

George F. Baker Scholarships
Given by the George F. Baker Trust.
Awarded annually to three or four young men who give promise of leadership in American life. The specific amount of each award depends on the need of the individual and may be as much as $2,500. The awards are renewable throughout the recipients' Bowdoin careers, subject to continued need and effective performance. No restrictions to any particular field or career, although there is special interest in those aiming at careers in business as the start, at least, of their life work.

Henry Francis Barrows Scholarship
Given by the Fanny Barrows Reed Trust.
One or more scholarships, for Protestant students.

Thomas P. Behrman Memorial Scholarship
Given by a person wishing to remain anonymous.
An annual gift of $500.

Linda Berry Memorial Scholarship
Given by her husband, Walter E. Berry 1963.
A gift of $50 to be awarded to an undergraduate woman student.

Alan L. Bird and Adelaide C. Bird Scholarship Fund
Given by Mrs. Adelaide C. Bird.
To provide scholarships to State of Maine residents, with preference to students from Knox County, attending Bates, Bowdoin, or Colby. Allocation among the colleges shall be made by the Fund's trustees.

Bowdoin Club of Boston Scholarship
Given by the Bowdoin Club of Boston.
An annual gift for an enrolled student from the Boston area.

Bowdoin Fathers Association Scholarship
Given by the Directors of the Bowdoin Fathers Association.
An award, usually equal to tuition, to a deserving candidate from outside New England. Selection is made by a committee composed of the dean of the College, the director of admissions, and a member of the Faculty Committee on Admissions and Student Aid.

James Bowdoin Scholarship
Given by the estate of Clara Bowdoin Winthrop.
A gift of $200.

Stuart F. Brown Scholarship
Given by Mrs. Stuart F. Brown and family.
An annual scholarship of $1,000. Preference to students from Whitinsville and Uxbridge or other towns and cities in Worcester County, Massachusetts.

College Linen Supply, Inc., Scholarship
Given by College Linen Supply, Inc.
A gift of $300.

Consolidated Constructors, Inc., Scholarship
Given by Consolidated Constructors, Inc.
A gift of $3,900. Preference to students from Maine.

Noel W. Deering and James L. Deering Scholarship
Given by Mrs. Noel W. Deering.
A gift of $500. Preference to an unmarried male "Maine Yankee."

Theo A. de Winter Scholarship
Given by Theo A. de Winter 1954.
A gift of $200.

Paul E. Farnham Memorial Scholarship
Given by Mrs. Paul E. Farnham.
A gift of $500.

General Motors Scholarships
Given by the General Motors Corporation.

Gillies-Rust Scholarship
Given by Mr. and Mrs. William B. Gillies, Jr., and the Rust Foundation.
An annual gift of $500.

Roscoe Henderson Hupper Scholarship
Given by Mrs. Roscoe H. Hupper.
First preference to students who are graduates of Hebron Academy.
Second preference to students from the State of Maine.

William Dunning and Mary Elliott Ireland Scholarship
Given by William D. Ireland, Jr., 1949.
Preference to a student who has had some connection with the College in the past.

Abraham S. Levey and Fannie B. Levey Foundation Scholarships
Given by the Second Abraham S. and Fannie B. Levey Foundation.
A gift of $750.

Agnes M. Lindsay Scholarships
Given by Agnes M. Lindsay Trust.
An annual gift of $8,000. Preference for students from rural New England.

Philip R. Lovell Scholarship
Given by Mrs. Philip R. Lovell.
A gift of $500.

Malcolm E. Morrell Scholarship
Given by his friends.
A grant of $1,000 to a member of the junior or senior class.

Presser Foundation Scholarship
Given by the Presser Foundation.
An annual gift of $400 with preference to those students who are preparing to become teachers of music.

Procter & Gamble Scholarships
Given by the Procter & Gamble Fund.
Awarded by the College, these grants provide tuition and an allowance for fees, books, and supplies, plus an annual grant of $600 to the College. Awards are made on the basis of financial need.

Albert P. Putnam Scholarship
Given by Fred L. Putnam 1904.
A gift of $200. Preference to students from Aroostook County.

Alfred P. Sloan National Scholarships
Given by the Alfred P. Sloan Foundation, Inc.
Awarded by the College, the stipends may range to a maximum of $2,500. Although the foundation prefers to have economic need disregarded altogether as a criterion in the selection of candidates, it recognizes this would probably be impracticable. The College receives an additional grant for each scholarship recipient who is enrolled.

Hattie M. Strong Foundation Scholarship Fund in Memory of Justice Harold Hitz Burton
Given by the Hattie M. Strong Foundation.
An annual gift of $4,000.

Graduate Scholarships

ARTS AND SCIENCES

Class of 1922 Graduate Scholarship Fund: A fund of $50,090 from an anonymous donor honoring the members of the Class of 1922, living and deceased. Ninety percent of the income from the Fund is to be awarded to a deserving member of the graduating class to help defray the expenses of graduate work designed to assist him in preparing for a career in teaching at either the college or the secondary school level. (1965)

Charles Carroll Everett Scholarship: A fund of $20,090 bequeathed by Miss Mildred Everett in memory of her father, Charles Carroll Everett, D.D., of the Class of 1850, the net income of which is given to that graduate of Bowdoin College whom the president and Faculty shall deem the best qualified to take a postgraduate course in either this or some other country. (1904)

Timothy and Linn Hayes Graduate Scholarship Fund: A fund of $2,486 given by Timothy and Linn Hayes for support of postgraduate studies in the social sciences, i.e., those branches of knowledge which deal with the institutions and functioning of human society and with the interpersonal relationships of individuals as members of society. (1970)

Guy Charles Howard Scholarship: A fund of $26,961 bequeathed to the College by Miss Ethel L. Howard in memory of her brother, Guy Charles Howard, of the Class of 1898, the income of which is to be used to enable "some qualified student to take a postgraduate course in this or some other country, such student to be designated by the Faculty." (1958)

Henry W. Longfellow Graduate Scholarship: A fund of $14,440 given by the daughters of Henry W. Longfellow, of the Class of 1825—Miss Alice M. Longfellow, Mrs. Edith L. Dana, and Mrs. Annie L. Thorpe—for a graduate scholarship "that would enable a student, after graduation, to pursue graduate work in some other college, or abroad if considered desirable; the work to be done in English, or general literature, and the field to be as large as possible—Belles Lettres in a wide sense. The student to be selected should be one not merely proficient in some specialty,

or with high marks, but with real ability in the subject and capable of profiting by the advanced work, and developing in the best way." (1907)

The Wilmot Brookings Mitchell Graduate Scholarship: An award of $1,000 from a fund of $42,610 established by Hugh A. Mitchell, of the Class of 1919, "to honor the memory of my father and his love for Bowdoin." Professor Mitchell was a member of the Class of 1890 and from 1893 to 1939 Edward Little Professor of Rhetoric and Oratory. The award is made by the president upon recommendation of a committee composed of the three senior professors of the Department of English "to a member of each graduating class who has majored in English and intends to teach English, the winning candidate to be selected on the basis of character as well as superior ability and talent for teaching." The award is to be used to help defray the costs of graduate work in a leading university in this country or England. (1965)

Galen C. Moses Graduate Scholarship: A fund of $7,292 bequeathed by Emma H. Moses in memory of her husband, a member of the Class of 1856, the income "to be awarded and paid to the student most proficient in any natural science during his undergraduate course, who shall actually pursue a postgraduate course in such science at any recognized college or university; said income to be paid to such student for a period not exceeding three years, unless he sooner completes or abandons said postgraduate course." (1934)

O'Brien Graduate Scholarship: A fund of $28,714 given by Mrs. John Washburn, of Minneapolis, in memory of her uncles, John, William, Jeremiah, and Joseph O'Brien, for a "scholarship, preferably a graduate scholarship, for a student, or students, to be selected annually by the Faculty, who shall be deemed most suitable to profit by travel or advanced study, either in this country or abroad." (1937)

Nathan Webb Research Scholarship in English or English Literature: A fund of $39,961 bequeathed to the College by Dr. Latham True in memory of his wife's father, the Honorable Nathan Webb, LL.D., the income to be used to support a scholarship of $1,200 annually. The recipient must have received his A.B. from Bowdoin, preferably be unmarried, and use the scholarship in his study toward a Ph.D. "If deemed advisable, the said scholarship may be awarded to the same student for two or three years in succession, but no longer." (1963)

LAW

LEE G. PAUL SCHOLARSHIP: A fund of $39,785 given by Lee G. Paul, of the Class of 1929, the income to be used to provide financial assistance to graduates attending the Harvard University School of Law and requiring financial aid. (1964)

MEDICINE

GARCELON AND MERRITT FUND: About $19,000 from the income of this fund, established in memory of Seward Garcelon, of the Medical Class of 1830, and Samuel Merritt, of the Medical Class of 1843, is appropriated annually for medical scholarships. The larger part of the amount is awarded to students pursuing their studies in medical schools, and the remainder may be assigned to students in the College who are taking premedical courses; but, at the discretion of the Board of Trustees, all of the income available may be assigned to students in medical schools.

Awards are made only to "worthy and struggling young men . . . in need of pecuniary aid," and preference is given to graduates and former students of Bowdoin College. Applications from men not graduates or former students of Bowdoin College, but who are residents of the State of Maine, may be considered after they have completed one year in medical school. (1892)

Other Student Aid Funds

LOAN FUNDS

The following loan funds were established to assist students in unexpected circumstances to continue their college courses.

Bowdoin Loan Fund (1959) $254,565
College appropriation

Cummings Loan Fund (1943) 3,149
Given by George O. Cummings 1913.
Administered by the deans.

Davenport Loan and Trust Fund (1908) 14,801
Given by George P. Davenport 1867.

George P. Davenport Student Loan Fund (1959) 2,899
Given by the Trustees of the Davenport Fund.
Residents of the State of Maine, preferably graduates of Morse High School, Bath.

Harry Fabyan Students' Aid Fund (1966) 5,169
Given by Mrs. Harry C. Fabyan.
Administered by the president of the College.

Guy P. Gannett Loan Fund (1941) 19,020
Given by an anonymous donor.

Augustus T. Hatch Loan Fund (1958) 5,512
Given by the Davenport-Hatch Foundation, Inc.

Albion Howe Memorial Loan Fund (1903) 4,860
Given by Lucien Howe 1870.

Edward P. Hutchinson Loan Fund (1940) 728
Given by Edward P. Hutchinson 1927.
Administered by the deans.

William DeWitt Hyde and Kenneth C. M. Sills Loan Fund (1964) 28,381
Established by Fred R. Lord 1911.
Administered by the president and dean of the College.
For undergraduates, instructors, and assistant professors.

Arthur Stephen Libby Memorial Fund (1949) 1,603
Given by Mrs. Arthur S. Libby.

Charles W. Marston Loan Fund (1960) 5,522
Given by Mrs. Charles W. Marston.

Meddiebempsters Loan Fund (1950) 602
Given by "The Meddiebempsters."

Carleton P. Merrill Loan Fund (1963) 10,346
Given by Ella P. Merrill.

New England Society Loan Fund (1947) 2,963
Given by the New England Society in the City of New York.

President's Loan Fund (1909) 23,868
Given by various donors.

Alfred P. Sloan Foundation Loan Fund (1960) 14,561
Given by the Alfred P. Sloan Foundation, Inc.

MISCELLANEOUS

John L. Roberts Fund (1958)

A fund of $26,534 given by John L. Roberts of the Class of 1911 to assist some underprivileged scholar, other than a teacher or one contemplating teaching, to do research in any field he may choose.

Harold Hitz Burton Student Book Fund (1967)

A fund of $9,096 given in honor and memory of the late Honorable Harold Hitz Burton, LL.D., of the Class of 1909, by members of the Bowdoin Club of Washington and others to assist needy Bowdoin undergraduates in the purchase of books required in their courses. Administered by the dean of students.

Davis Fund (1934)

A fund of $2,598 established by Walter G. Davis to encourage undergraduate interest in international affairs. Administered in such manner as the president of the College may direct.

The Curriculum

BOWDOIN does not prescribe a pattern of required liberal arts courses for all students. Instead, each student determines, with the help and approval of his academic counselor, what pattern of courses is most "liberating" for him. This practice is based on the belief that each student has come to Bowdoin to pursue seriously a liberal education. Courses, it is assumed, do not simply lead to other courses in the same subject, but properly taught they raise questions and evoke a curiosity that other disciplines must satisfy. The movement from subject to subject occurs not because it is prescribed or because continuation in the same subject is denied, but because the student finds the movement right for his intellectual needs.

Concomitant with this desire to broaden knowledge is a desire to know in depth. To that end, each student participates in a major program during the last two years. In selecting a major field in which to concentrate, the student leaves his academic counselor of the first two years to work with a member of the department in which he is to major. Although each department has specific requirements, special needs are recognized and individualized programs involving more than one department are possible.

Should a student and his adviser be unable to agree on a desirable selection of courses, a special faculty committee serves as an appeal board.

REQUIREMENTS FOR THE DEGREE

For the degree of bachelor of arts, a student must pass thirty-two semester courses and satisfy the requirements of his major department. He must also have been in residence at Bowdoin College for at least one year.

GENERAL REGULATIONS

1. COURSE LOAD: Students are required to take a minimum of four regular courses each semester. Students wishing to take more than *five* courses must have permission of the Deans' Office. If desired, a fifth course may be taken on an ungraded basis.

2. COURSE EXAMINATIONS: The regular examinations of the College are held at the close of each semester. An absence from an examination entails the mark of zero. In the event of illness or

other unavoidable cause of absence from examination, the Deans' Office may authorize makeup of the examination.

3. Course Grades: Course grades are High Honors, Honors, Pass, and Fail. A fifth course carried on an ungraded basis is marked "Sat" (satisfactory) or "Unsat" (unsatisfactory). High Honors indicates a performance of outstanding quality, characterized where appropriate by originality in thought as well as by mastery of the subject at the level studied; the kind of work which leads to a degree *summa cum laude*. Honors indicates a performance which, though short of High Honors, is above the common in insight and understanding and is equal to or close to the quality of work which leads to a degree *cum laude*. Pass is a satisfactory performance consistent with standards for graduation. Fail indicates unsatisfactory work. In independent study courses that will continue beyond one semester, instructors shall have the option of submitting at the end of each semester except the last a grade of "S" for Satisfactory in place of a regular grade. A regular grade shall be submitted at the end of the final semester and shall become the grade for the previous semesters of independent study. With the approval of the Deans' Office, a grade of Incomplete may be recorded in any course. If the course is not completed within one year, the Incomplete becomes permanent or changes to Fail.

4. Grade Reports: A report of the grades of each student is sent to his parents or guardian at the close of each semester.

5. The Dean's List: Students who receive Honors or High Honors for three-quarters of their grades and who receive no failures for one semester are placed on the Dean's List. For purposes of the Dean's List, Satisfactory in an independent study is considered as an Honor grade. Dean's List students are given certain privileges regarding attendance at classes.

6. Deficiency in Scholarship: A student who fails three or more courses at the end of the first semester of the freshman year, or who fails two or more courses at the end of any other semester is dropped from college for one semester. A student is dropped permanently from college if he is subject to dismissal a second time for failing two or more courses.

7. Maximum Residency: No student shall be permitted to remain at Bowdoin for more than nine semesters of full-time work.

8. Senior Course Selection: Each student shall take a course in his major department in each semester of his senior year.

9. Leave of Absence: A student in good standing may, with the approval of his adviser, apply to the Recording Committee for a leave of absence for a specified number of semesters. The leave

must begin at the end of a regular semester. A student on approved leave is eligible for financial aid upon his return.

THE MAJOR PROGRAM

A major program is offered by every department which has been authorized by the Faculty to do so. The departmental requirements for each major are listed in Courses of Instruction on pages 95–172.

Interdepartmental major programs, designed to meet an individual, cultural, or professional objective, may be offered if approved by the departments concerned and the Recording Committee.

Each student must choose his major by the end of his sophomore year after consultation with the department concerned. During the week preceding the spring vacation, the registrar shall post hours for faculty conferences with sophomores regarding choice of a major. No student may major in a department unless he has satisfied the department that he is able to do work of at least passing quality in its courses. Changes in major programs may take place only with the permission of the Recording Committee following the submission of a written request stating the reason for the change. Such request must also be approved by the departments concerned. A student who has not been accepted in a major department cannot continue his registration.

INDEPENDENT STUDY

With departmental approval, a student may elect a course of independent study under tutorial supervision. (Freshmen and sophomores require the approval of the Recording Committee as well.) In most departments the project will consist of a written dissertation or an appropriate account of an original investigation, but projects in music, the fine arts, and letters are also encouraged. *Students who seek departmental honors are expected to register for at least one course in independent study and to achieve an honor grade in it.*

A department will ordinarily approve one or two semesters of independent study, for which regular course credit will be given. A definite plan for the project must be presented by the student, approved by the department, and filed in the Dean of the College's Office. The plan for a fall semester must be on file by October 1; the plan for a spring semester must be submitted during the first

week of the term. Where more than one semester's credit is sought, the project will be subject to review by the department at the end of the first semester. In special cases the Recording Committee, upon recommendation of the department, may extend credit for additional semester courses beyond two. In independent study courses that will continue beyond one semester, instructors shall have the option of submitting at the end of each semester except the last a grade of "S" for Satisfactory in place of a regular grade. A regular grade shall be submitted at the end of the final semester and shall become the grade for the previous semesters of independent study. The final corrected copy of the project must be submitted to the department before the last day of classes of the final semester of the work. For *administrative purposes this independent study will bear one or more of the course numbers* 201, 202, 203, 204, *depending upon the number of course credits allowed.*

THE AWARD OF HONORS

Departmental Honors

The degree with *honors, high honors,* or *highest honors* in a major subject is awarded to a student who has distinguished himself in that subject. The award is made by the faculty upon recommendation of the department. It is based upon (a) honor grades in at least a majority of major courses; (b) honor grades in any departmental special major requirements; and (c) honor grades in independent study in the major department.

All written work in independent study accepted as fulfilling honors requirements shall be deposited in the library in a form specified by the Library Committee.

General Honors

A degree *cum laude* shall be awarded to a student who receives Honors or High Honors in three-quarters of the necessary number of Bowdoin courses presented for the degree.

To receive a degree *magna cum laude* a student shall fulfill the requirement for a degree *cum laude* with the additional requirements that at least one-quarter of his grades must be High Honors, plus one High Honors grade for each Pass grade.

A degree *summa cum laude* shall be awarded to a student who receives High Honors in at least one-half, and Honors in all his other Bowdoin courses presented for the degree.

THE SENIOR CENTER PROGRAM

In 1964 Bowdoin introduced a special educational program for seniors. In doing so, the College sought to make the senior year a more fitting culmination of liberal arts study and a recognized time of transition to the assumption of larger responsibilities. The original design included curricular innovations, a variety of educational experiences outside the classroom, and an intellectually stimulating environment. Some of these innovations, such as increased emphasis on independent study and a different grading system, were subsequently adopted in modified form by the rest of the College.

The Senior Center continues to promote educational growth which is not restricted to the classroom. Several members of the faculty and a number of foreign teaching fellows have living quarters there and maintain close contact with the student residents. Guest suites for lecturers and other visitors from outside Bowdoin enable the College to invite a variety of persons to come for extended visits, during which individual conferences and small group discussions can be held. Often a lecturer whose specialty is related to the subject of one of the seminars presents a public lecture of general interest, meets with members of one of the Senior Center seminars for a more specialized encounter, and holds discussions with interested students in his guest suite, in the dining hall, or in one of the small meeting rooms. Musical, dramatic, and artistic events also take place in the Senior Center, with students sometimes as spectators, sometimes as participants.

The Senior Center seminars, the formal academic portion of the Senior Center program, are designed to provide the student with educational experiences which are not available elsewhere in the Bowdoin curriculum. In the seminars a student uses the skills and knowledge he has acquired in other courses to investigate a subject in the company of other students interested in that subject. Each senior may enroll in a seminar each semester, and non-seniors may enroll in seminars which are not filled by seniors. Carrying academic credit, the seminars count toward degree requirements as do traditional courses. Each seminar consists of one or more instructors and approximately fifteen students who usually explore an area outside their major field, although in some cases the seminar topic may be one which students with some background in the field want to explore further. Penetrating analysis is expected rather than the accumulation of a wide range of information, such as might be sought in an introductory

course. As in the past, the major program in a department chosen by the student, including honors work for qualified seniors, and elected courses in various fields of study are fundamental parts of the educational experience of the senior year.

To assist the senior with his career planning, liaison is maintained with the Office of Career Counseling and Placement and the various departments of the College. The Center has a library of catalogues and other material pertaining to graduate study.

The director of the Senior Center is a member of the faculty who combines teaching duties with his supervision of the program. He works with a Senior Center Council consisting of the provost, four members of the faculty appointed by the president, two senior class officers, and two other student residents of the center.

SPECIAL PROGRAMS

I. Afro-American Studies

No college aspiring to offer liberal education to its students at this time in history can remain indifferent to the problem of black-white relations in this country. Along with many other colleges and universities, Bowdoin has acknowledged that the traditional liberal arts curriculum has given inadequate attention to serious study of this problem. Therefore, the faculty in the spring of 1969 authorized the addition of Afro-American studies to the curriculum.

The new program has been created by the Committee on Afro-American Studies, which is composed of faculty members and students. The chairman of the committee is the program director. Under his leadership, the committee has created several courses which constitute the nucleus of the major in Afro-American studies. Students complete their selections of major courses from a list of regular offerings, in other departments, approved by the committee. (See pages 95–96.)

II. Environmental Studies

The purpose of the environmental studies program at Bowdoin is (1) to introduce the nonspecialist to environmental topics and to establish in him an awareness of the complexly interwoven problems that must be solved in order to establish a way of living that is compatible with the limited resources of this planet and (2) to allow the prospective environmental specialist to prepare

himself for further study at the graduate level or to enter into environment-related employment after graduation with a bachelor's degree.

To realize these objectives, Bowdoin offers a coordinate major program in environmental studies in which the student obtains a major in one of the existing major departments and completes a program of environmental courses selected from approved courses in the curriculum, including independent studies. Specific requirements for the major are outlined on pages 120–121.

III. Independent Language Study

Students who have demonstrated high motivation and for whom a special language is pertinent to their educational plans may undertake Independent Language Study for academic credit. These courses are given under the supervision of a member of a foreign language department. Emphasis is placed on self-instruction through the use of tape-recorded materials. In addition, there are regular meetings with native speakers. Examinations are conducted at the end of each semester by faculty members from Bowdoin or from other colleges or universities. Approval in advance must be given by the director of the program and by the Recording Committee. These courses may be in any language for which programmed tapes, native speakers, and qualified examiners are available. Languages currently being offered are listed on page 137. Requests for new language programs should be submitted to the director.

IV. Preengineering Programs

Students desiring to enter the profession of engineering may qualify for the degree of bachelor of arts from Bowdoin College and also for a degree in engineering in a total of five years (instead of the six years normally necessary for both degrees) by completing one of the joint programs described below. After three years of study at Bowdoin, students become eligible for recommendation to the cooperating engineering institutions provided that sufficiently good grades have been achieved in the prescribed courses; in most instances honor grades will be required for recommendation by the College. Students wishing to avail themselves of one of these plans should notify the Deans' Office of Bowdoin College at the beginning of their freshman year because the programs require a very definite pattern of courses.

Bowdoin-California Institute of Technology Three-Two Plan

Students enrolled in the California Institute of Technology Combined Plan take mathematics and physics in all three years and chemistry in sophomore and possibly junior years, depending on the courses contemplated at C.I.T.

Recommended students are assured of admission to C.I.T. as juniors. The Bowdoin degree will be awarded to such students upon notification from the Institute that they have received their degrees from C.I.T.

Bowdoin-Columbia School of Engineering Combined Plan

Students enrolled in the Columbia Combined Plan are encouraged to take their Bowdoin electives in the general, broad liberal arts field. They must, however, complete two years of mathematics and three or more years of physics and chemistry, the distribution between the two sciences depending upon the type of engineering contemplated. Recommended students are assured of admission to the School of Engineering as juniors. The Bowdoin degree will be awarded to such students upon notification from the School of Engineering that they have received their degrees from Columbia.

Bowdoin-Massachusetts Institute of Technology Two-Degree Plan

Since 1937 Bowdoin College has been sending students to the Massachusetts Institute of Technology under conditions similar to those of the plans listed above. At present, because of the large number of colleges participating, M.I.T. reserves the right to scrutinize the records of all students applying for transfer before granting admission.

Students enrolled in the M.I.T. Two-Degree Plan take mathematics and physics in all three years and chemistry in sophomore and possibly junior years, depending upon the courses contemplated at M.I.T. Recommended students enter M.I.T. as juniors after, in some cases, an intervening summer term. The Bowdoin degree will be awarded to such students upon notification from the Institute that they have received their degrees from M.I.T.

Programs under this plan can be arranged in architecture, city planning, food technology, geophysics, industrial management, quantitative biology, and science teaching, as well as in the various branches of engineering.

V. Health Professions

Students contemplating the study of medicine, dentistry, or the other health professions are advised to arrange their undergrad-

uate course as early as possible through consultation with the Premedical Advisory Group, which is chaired by the adviser for the health professions, James M. Moulton, of the Department of Biology.

VI. Teaching

A Faculty Committee on Teaching as a Career exists to advise students about preparation for school teaching and for such graduate programs as those offering a master of arts in teaching degree. Advice about college and university teaching is primarily the concern of the student's major department because it will involve plans for doctoral work in his major field.

Students interested in teaching in schools should discuss their plans with the members of the Faculty Committee on Teaching as a Career. Since the normal advice will be that a student include courses in psychology and education along with a major in a teaching field, he should make his interest known as early as possible.

VII. Twelve College Exchange

Bowdoin has joined with Amherst, Connecticut College, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley, Wesleyan, Wheaton, and Williams to form the Twelve College Exchange program. Students from one college may apply to study for a year at one of the other colleges. About forty Bowdoin students participated in the exchange during 1971-1972, and about the same number from other colleges attended Bowdoin.

Bowdoin students wishing to participate in the exchange for the 1973-1974 academic year should make application to the Recording Committee. Detailed information on the course offerings of the participating colleges is available from the Office of the Dean of the College. Application is normally made for two semesters. It is hoped that the exchange will afford students the opportunity to take courses which are not offered on their own campus or to study specialized aspects of their major field of concentration with faculty members who have achieved preeminence in that specialty. Course work satisfactorily completed at any of the participating colleges will receive credit toward a degree at the student's "home" college.

VIII. Off-Campus Study

Although Bowdoin does not have an urban center away from the campus or a special overseas program, a number of students

participate successfully in a variety of urban and overseas programs sponsored by other institutions and organizations. Information on these programs is available in the Deans' Office. Approval for participation is given by the Recording Committee upon recommendation of a student's major department. Where a foreign language is involved, the approval of the department concerned is also required.

Courses of Instruction

ARRANGEMENT: The departments of instruction in the following descriptions of courses are listed in alphabetical order.

TIME AND PLACE OF CLASSES: A schedule containing the time and place of meeting of all courses will be issued before each period of registration.

YEAR COURSES: Courses marked with an asterisk are year courses, and if elected, must be continued for two consecutive semesters.

BRACKETED COURSES: All courses that cannot be scheduled for a definite semester are enclosed in brackets.

INDEPENDENT STUDY: See pages 87–88 for a description.

PREREQUISITES: Unless otherwise stated in the description, a course is open to all students.

Afro-American Studies

Administered by the Committee on Afro-American Studies: Chairman to be elected; THE DEAN OF STUDENTS; MESSRS. M. BROWN (Music), JOHNSON (Mathematics), POTHOLM (Government), SMALL (Government), WHITESIDE (History), WINSTON (Biology); five undergraduates

REQUIREMENTS FOR THE MAJOR IN AFRO-AMERICAN STUDIES: The major consists of ten semester courses, three of which must be *History* 28, *History* 29, and *Afro-American Studies* 50. The remaining seven must be selected from the courses listed below, with at least three chosen from one group. No more than two semesters of independent study may be substituted for courses in completing the ten-course requirement.

Group I (Society and Politics) : *Afro-American Studies* 1, 2, 3, 50; *Education* 2; *Government* 5, 6, 23, 51; *Sociology* 6, 8; *Senior Center Seminar* 5 (Fall 1972).

Group II (Literature) : *English* 1, seminar 6.

Group III (Music): *Music* 3, 4, 56; *Senior Center Seminar* 5 (Fall 1971), *Senior Center Seminar* 2 (Fall 1972).

Group IV (History) : *History* 28, 29, 39, 40, 41, 42.

Group V (Economics) : *Economics* 11, 12, 20.

1. *Problems in Afro-American Life.* Spring 1973. Mr. Small.
An interdisciplinary examination of the context and challenges of Afro-American life and the conflicts of meeting them. Providing a format by which students can synthesize their own experiences, observations, and needs with objective data, the course helps students to understand their own conflicts and prepares them to seek creative solutions to the problems of black America.

2. *Contemporary Black Politics.* Fall 1972. Mr. Small.
A seminar in the ideologies and styles guiding the black American struggle for justice, self-determination, and socioeconomic well-being. Focusing on the political patterns black people have used from 1960 until now, it examines the major strategies guiding black politics and politicians today.
Prerequisite: *Government* 3.

3. *Racial and Ethnic Problems in International Politics.* Spring 1974. Mr. Small.
An analysis of race and ethnicity and how they influence international relations. A seminar exposing students to the conclusions of traditionalists and behavioralists alike, the course helps students to understand white dominance systems and the linkages between internal and external affairs, surveying international relations from several racial-ethnic perspectives.
Prerequisite: *Government* 2.

50. *Seminar in Public Policy and Social Change.* Every spring. Mr. Small.
A research seminar on the critical problems of social change as they relate to the Afro-American community. The objectives are to make public policy recommendations and to construct subsystem models in education, economics, and politics.
Prerequisite: Senior standing as a major in Afro-American studies.

200. *Independent Study.*

Art

Professor Beam, *Chairman;* Associate Professor Cornell; Lecturers Mr. McKee and Mr. Terrien; Messrs. Foster and Nicoletti; and Director of the Museum of Art Mr. West

Requirements for the Major in Art: The major consists of eight courses offered by the department or equivalent courses approved by the department. A student may choose one of two alternative programs: one in art history consisting of five courses in the history of art (*Art* 1-30) and three additional courses in art history or the creative visual arts, or one in creative visual arts consisting of five studio courses (*Art* 41-54) and three courses in the history and criticism of art. Students who are considering majoring in art are urged to begin their study with *Art* 1, 2, preferably in their freshman year.

Courses in the History and Criticism of Art

1. *The Language of Art.* Spring 1973 and fall 1973. Mr. Beam.
An introduction to form and style in the pictorial and sculptural arts. A study of basic types of expression in these arts as exemplified by representative illustrations from a variety of periods and cultures. Concludes with a consideration of style and styles in the history of art as defined by such authorities as Panofsky and Wölfflin. Several laboratory-type exercises are assigned for study purposes.

2. *The Language of Architecture.* Fall 1972 and spring 1974. Mr. Foster.
An introduction to the organization of the formal elements for utilitarian, aesthetic, and spiritual expression through the materials and structural systems of architecture. Numerous examples drawn from the architecture of many periods are studied as illustrations of basic types and major historical styles. Special problems—such as the relation of architectural forms to site, decoration, construction, and use—are discussed, and outstanding solutions are examined. Design problems are assigned for collateral study and field trips are scheduled.

21. *The Art of Antiquity.* Fall 1972. Mr. Beam.
Architecture, sculpture, and painting in Egypt, Mesopotamia, and southern Europe during ancient times. Emphasis upon the art of ancient Greece. Concludes with the art and culture of ancient Rome.

22. *Medieval Art.* Spring 1973. Mr. Foster.
Key monuments of medieval art and their respective cultures from the fall of Rome to the end of the Gothic period. The course begins with examples of early Christian art, con-

tinues with an examination of important works from the Byzantine, Barbaric, and Carolingian periods, and ends with the periods of the Romanesque monasteries and Gothic cathedrals. Examples of the manuscript illuminations, ivory carvings, metalwork, tapestries, and stained-glass windows for which the Middle Ages are noted are also considered.

23. *European Art of the Renaissance.* Fall 1973. Mr. Beam.

European architecture, sculpture, and painting from the fourteenth through sixteenth centuries in Italy and northern Europe. The civilization arising from the revival of antiquity and the rediscovery of reality is studied broadly and attention is given to such masters as Giotto, Brunelleschi, Donatello, Van Eyck, Da Vinci, Michelangelo, Raphael, Titian, Dürer, and Brueghel.

24. *European Art of the Seventeenth and Eighteenth Centuries.* Spring 1974. Mr. Beam.

The post-Renaissance period of European art in the Mannerist, Baroque, and Rococo styles of architecture, painting, and sculpture. Special consideration of the schools that arose in Spain, Flanders, Holland, France and England, and of such masters as Caravaggio, Bernini, El Greco, Velasquez, Rubens, Hals, Rembrandt, Hogarth, and Goya.

25. *European Art of the Nineteenth Century.* Fall 1973. Mr. Foster.

The main movements in European painting, drawing, and sculpture from the late eighteenth century to 1900. Such exemplars of neoclassicism, romanticism, realism, impressionism, and postimpressionism as David, Ingres, Delacroix, Goya, Daumier, Manet, Monet, Degas, Cézanne, Van Gogh, Renoir, and Toulouse-Lautrec are studied. Attention is given to the architectural movements that provided the background for painting and sculpture in this period.

26. *Art of the Twentieth Century.* Fall 1972 and spring 1974. Mr. Foster.

Primarily a study of the important developments in European painting and sculpture, including a careful examination of such leading artists as Picasso, Rouault, Matisse, Miro, and Klee, and the development of Cubism, primitive art, surrealism, expressionism, nonobjective art, pop art, optical art, and other movements. Concludes with an analysis of the international styles in America after the Amory show.

27. *American Art.* Fall 1972. Mr. Beam.

The main developments of art in America, with special emphasis on painting and sculpture from colonial times to 1900, and a review of the principal architectural movements up through the time of Henry Hobson Richardson. Such artists as Gilbert Stuart, Homer, Eakins, Sargent, and Whistler are studied. The contribution of black artists to American art is considered. Concludes with a survey of the continuation of the American realistic tradition in contemporary painting.

28. *Modern Architecture.* Spring 1973. Mr. Foster.

The major trends of modern architecture in Europe and America since the beginning of the Industrial Revolution, with special attention given to such leaders as Sullivan, Frank Lloyd Wright, LeCorbusier, Saarinen, Mies Van der Rohe, and Gropius. Concludes with an examination of current trends in architecture and urban planning. Analytical studies of modern architectural expression in the form of drawings or models may be required, and field trips may be scheduled.

29. *Artists and Their Culture in the Nineteenth Century.* Spring 1973. Mr. Beam.

An examination of the role of great individual achievement in shaping Western art during the nineteenth century and the interaction of culture and career in the life of each artist. A careful study in chronological order of the lives, times, and art of the following: Goya, David, Turner, Delacroix, Daumier, Courbet, Manet, Van Gogh; and, for comparison, the American artist Thomas Eakins.

Collateral reading on these artists and the cultural and historical background of the period.

30. *The Art of the Orient.* Spring 1974. Mr. Beam.

The architecture, sculpture, and painting of the Near and Far East, especially Persian painting, Indian sculpture, Chinese painting and sculpture, and Japanese painting, prints, and architecture. Attention is given to ceramics, bronze casting, jade carving, and other minor arts in which the Orient has excelled.

Courses in the Creative Visual Arts

41. *Basic Studio Procedure: Visual Response.* Fall 1972 and fall 1973. Mr. Nicoletti.

An introduction to the materials and techniques associated with the various media in the visual arts. The study of basic design, design programs, graphics, and conventions of perspective.

42. *Advanced Studio Procedure: Visual Response.* Spring 1973 and spring 1974. Mr. Nicoletti.

Continuation of *Art* 41 including an introduction to color theory and three-dimensional design.

Prerequisite: *Art* 41 or equivalent.

43. *Visual Perception.* Fall 1972. Mr. Cornell.

A survey of the theory of visual thinking, including writing from Ehrenzweig and Arnheim. Practice at raising individual awareness through the medium of drawing.

Prerequisite: *Art* 41, 42 or equivalent.

44. *Creativity in the Visual Arts.* Fall 1973. Mr. Cornell.

A studio course based on the study of the nature of creativity in relation to individual student achievement. The intention is to develop self-confidence and to explore the influence of the unconscious. There are no conventional standards imposed in order to increase self-motivation and self-criticism.

Prerequisite: *Art* 41 or equivalent.

45. *Basic Drawing.* Fall 1972 and fall 1973. Mr. Nicoletti.

The fundamental techniques of drawing and composition, including an introduction to Gestalt psychology. Emphasis on drawing from direct experience.

Prerequisite: *Art* 41 or equivalent.

46. *Advanced Drawing.* Spring 1973 and spring 1974. Mr. Nicoletti.

Advanced aspects of the medium, including color, morphology, and memory. An introduction to printmaking. Emphasis on independent work.

Prerequisite: *Art* 45 or equivalent.

47. *Painting.* Fall 1972. Mr. Cornell.

The fundamental techniques of painting, including a study of materials and principles of composition. Problems based on direct experience.

Prerequisite: *Art* 41 or equivalent.

48. *Advanced Painting.* Fall 1973. Mr. Cornell.

A continuation of *Art* 47, including an introduction to

the problem of conceptual and narrative painting, with reference to the types of composition found in the history of art. Further study of the conventions of pictorial space.

Prerequisite: *Art* 47 or equivalent.

50. *Principles of Photography.* Spring 1973 and spring 1974. Mr. McKee.

Photographic visualization and composition as consequences of fundamental techniques of black-and-white still photography. Weekly discussion, field and laboratory work. Students must have use of appropriate camera equipment. Enrollment limited by available darkroom facilities.

Prerequisite: *Art* 41 or equivalent.

51. *Advanced Photography.* Fall 1972 and fall 1974. Mr. McKee.

Photographic and cinematographic visualization and composition. Seminar discussions, field and laboratory work. Students are expected to undertake projects independently and to discuss their progress at regular meetings.

Prerequisite: *Art* 50 or equivalent.

54. *Architectural Design.* Spring 1973 and spring 1974. Mr. Terrien.

Awareness of space and form and their relation to human activity are developed through studio and classroom discussions. Mass, space, texture, rhythm, and color are considered.

Prerequisite: *Art* 41 or equivalent.

200. *Independent Study.* The Department.

Biochemistry

Administered by the Committee on Biochemistry:
Mr. Howland (Biology), *Chairman;* Messrs. Hughes (Physics and Astronomy), Mayo (Chemistry), Mathis (Chemistry), Moulton (Biology), and Settlemire (Biology and Chemistry)

Requirements for the Major in Biochemistry: The required courses are *Physics-Chemistry* 17, 18; *Mathematics* 11, 12; *Biology* 44; and *Chemistry* 19, 21, 31. A student must elect six semester courses from the following: *Biology* 33, 40, 47, 200; *Chemistry* 32, 43, 44, 46, 200; *Physics* 23, 26, 200. Should a student elect *Biology* 11, 12, he need take only five additional elective courses.

A student may count as electives up to two semesters of the 200 courses, and he may petition the committee to be allowed to substitute other science courses for electives.

Biology

Professor Moulton, *Chairman;* Professors Gustafson, Howland, and Huntington; Assistant Professor Settlemire; Mr. Winston; Research Associate Dr. Ritchie; Teaching Fellow Mrs. Wine

Requirements for the Major in Biology: The major consists of six semester courses in the department exclusive of courses in the 200 series. Major students are required to complete *Chemistry* 21, a year of mathematics including *Mathematics* 11, and two semesters of physics (*Physics* 17 and *Physics* 23 or 26). They are advised to take *Physics-Chemistry* 17, 18 and mathematics during their freshman year and to begin biology and take *Chemistry* 19, 21 during their sophomore year.

11, 12. *General Biology.* Every year. The Department.

An examination of fundamental biological phenomena, theories, and principles based upon material selected from the plant and animal kingdoms. Special attention is given to the methods of scientific investigation, the relationship of biology to other fields of endeavor, and to man and his environment. Representative organisms and their functions are studied in the laboratory. Lectures and three hours of laboratory work each week.

[21. *Invertebrate Zoology.*]

23. *Comparative Anatomy of the Vertebrates.* Every fall. Mr. Moulton.

Vertebrate morphology. Emphasis on the evolution of mammalian organ systems. Laboratory work consists of dissection and study of comparable systems in representative vertebrates. Lectures and three hours of laboratory work each week.

Prerequisite: *Biology* 11, 12 or equivalent.

24. *Biology of Plants.* Every spring. Mr. Gustafson.

A study of the morphological, evolutionary, and ecologi-

cal aspects of the diverse members of the plant kingdom and their relationships to man and his problems. Laboratory studies include investigations of varied materials from the major groups of plants, supplemented by field trips to various habitats. Lectures and three hours of laboratory work each week.

Prerequisite: *Biology* 11, 12 or equivalent.

26. *Ornithology*. Every spring. Mr. Huntington.

A study of the biology of birds, especially their behavior and ecology. Facilities used in the course include the Alfred O. Gross Library of Ornithology and the College's collection of North American birds. Field trips, including a visit to the Bowdoin Scientific Station (see page 192), are an important feature of the course.

Prerequisite: *Biology* 11, 12 or equivalent.

29. *Ecology*. Every fall. Mr. Huntington.

The relationships between organisms and their environment. Topics include the flow of matter and energy through ecosystems, population dynamics, interactions between and within species, the effect of the environment on evolution, and man's role in the biosphere. Laboratory experiments emphasize independence and diversity in field investigations. Lectures, conferences, and three hours of laboratory or field work each week.

Prerequisite: *Biology* 11, 12 or equivalent.

33. *Cell Physiology*. Every fall. Mr. Settlemire.

The nature of cells and subcellular structures, including an examination of the cell environment, the exchange of materials across membranes, energy conversion and utilization, cell excitation and contraction, and growth and cell division. Laboratory experiments emphasize the methods of modern research. Lectures and three hours of laboratory work each week.

Prerequisites: *Biology* 11, 12 or equivalent and *Chemistry* 19, 21.

36. *General Physiology*. Every spring. Mr. Winston.

The functional aspects of organ systems and of organisms as a whole. Lectures, conferences, and three hours of laboratory work each week.

Prerequisites: *Biology* 11, 12 or equivalent and *Chemistry* 19, 21.

40. *Microbiology*. Every spring. Mr. Settlemire.
The structure, function, and nutrition of micro-organisms from a molecular approach and discussions of the principles of immunology. Laboratory work includes the basic techniques of identifying and culturing micro-organisms and metabolic and growth experiments using radioactive techniques.
Prerequisites: *Biology* 11, 12 or equivalent and *Chemistry* 19, 21.

42. *Vertebrate Embryology and Histology*. Spring 1973 and spring 1975. Mr. Moulton.
Embryonic differentiation from gametogenesis to adult tissue structure and function, and the principles of embryonic development. Laboratory work includes observations on living eggs and embryos as well as prepared mounts and sections, graphic reconstructions of chick embryos, and studies of mammalian development. Familiarity is gained with the microscopic structure of mammalian body tissues, and with the possible relations of structure and function within tissues. Lectures and three hours of formal laboratory work each week.
Prerequisite: *Biology* 11, 12 or equivalent.

44. *Biochemistry*. Every spring. Mr. Howland.
An introduction to the study of enzymes and enzyme systems. Emphasis on mechanisms of enzyme catalysis and on selected topics in metabolisms. Lectures, demonstrations, and use of the PDP-10 for model studies.
Prerequisite: *Chemistry* 19, 21.

47. *Genetics*. Every fall. Mr. Gustafson.
The development of ideas on variation and heredity, the physical basis of inheritance, applications to plant and animal breeding, relationships of genetics to the theories of evolution, and inheritance in man. Laboratory work in experimental breeding and in molecular aspects of genetics. Lectures, conferences, and three hours of laboratory work each week.
Prerequisite: *Biology* 11, 12 or equivalent.

200. *Independent Study*. The Department.

Chemistry

Professor Mayo, *Chairman;* Associate Professor Butcher; Assistant Professors Anderson, Hyams, Mathis, Settlemire, and Wheatland; Research Associate Mr. Jiang

Requirements for the Major in Chemistry: The required courses are *Chemistry* 18, 19, 21, 22, 31, 32, three advanced courses approved by the department, and *Physics* 17. Because the department offers programs based on the interest of the student, a prospective major is encouraged to discuss his plans with the department as early in his college career as possible. The department conducts meetings designed to introduce interested students to the literature of chemistry. Students, faculty members, and outside speakers lead seminars sponsored by the department.

17. *Physics. The Properties of Matter* I. Every fall. Messrs. Butcher (Chemistry), Hughes (Physics), and Wing (Physics).

A discussion of the fundamental laws governing the behavior of matter, including electricity, thermodynamics, and chemical kinetics. This course, together with *Chemistry* 18, constitutes the introductory program for students planning advanced work in science.

Prerequisite: Concurrent registration or previous credit in *Mathematics* 11. Not open to those with credit for *Physics* 11, 12 or *Chemistry* 11.

18. *Chemistry. The Properties of Matter* II. Every spring. Messrs. Butcher (Chemistry), Hughes (Physics), and Wing (Physics).

Continuation of *Physics* 17.

Prerequisite: *Physics* 17 and concurrent registration or previous credit in *Mathematics* 12. Not open to those with credit for *Physics* 11, 12 or *Chemistry* 11.

19. *Elementary Organic Chemistry.* Fall 1972. Mr. Mayo.

An introduction to the chemistry of the compounds of carbon. The foundation for further work in organic chemistry and biochemistry. Lectures, conference, and six hours of laboratory work a week.

Prerequisite: *Chemistry* 11 or 18.

21. *Organic Chemistry.* Spring 1973. Mr. Mayo.

A continuation of the study of the compounds of carbon.

Chemistry 19 and 21 cover the material of the usual course in organic chemistry and form a foundation for further work in organic chemistry and biochemistry. Lectures, conference, and six hours of laboratory work a week.

Prerequisite: *Chemistry* 12 or 19.

22. *Fundamentals of Inorganic and Analytical Chemistry.* Every spring. Messrs. Settlemire and Wheatland.

The general principles of inorganic and analytical chemistry. The laboratory consists of basic inorganic preparations with subsequent analyses of the products. Lectures, conference, and six hours of laboratory work a week.

Prerequisite: *Chemistry* 21.

31. *Physical Chemistry* I. Every fall. Mr. Anderson.

Thermodynamics and its application to problems of chemical interest including the solid, liquid, and gaseous states; equilibrium; electrochemistry; and kinetics.

Prerequisites: *Chemistry* 22, *Physics* 11, 12, *Mathematics* 11, 12, or consent of the instructor.

32. *Physical Chemistry* II. Every spring. Messrs. Anderson and Hyams.

Quantum mechanics with applications to the determination of molecular structure and the theory of the chemical bond.

Prerequisite: *Chemistry* 31 or consent of the instructor.

41. *Advanced Analytical Chemistry.* Fall 1972. Mr. Wheatland.

The principles of analytical chemistry and the application to problems of chemical interest including the solid, liquid, and gaseous states; equilibrium; electrochemistry; and kinetics.

Prerequisite: *Chemistry* 31 or consent of the instructor.

42. *Inorganic Chemistry.* Fall 1972. Mr. Hyams.

The structures, properties, reaction mechanisms, and syntheses of inorganic compounds.

Prerequisite: *Chemistry* 31, 32.

43. *Molecular Structure Determination in Organic Chemistry.* Fall 1972. Mr. Mayo.

The application of infrared, Raman, ultraviolet, nuclear

magnetic resonance, and mass spectrometry to the structural elucidation of complex organic systems.

Prerequisite: *Chemistry* 21 or consent of the instructor.

44. *Advanced Organic Chemistry*. Spring 1973. THE DEPARTMENT.

An introductory study of structure and mechanism in organic and bio-organic chemistry. Emphasis on understanding the mechanistic implications of molecular structure and developing mechanistic theory from experimental data.

Prerequisites: *Chemistry* 21, 31 or consent of the instructor.

[45. *Advanced Physical Chemistry*.]

46. *Special Topics in Chemistry*. Spring 1973. THE DEPARTMENT.

The material to be covered depends upon the interests of the students.

Prerequisite: *Chemistry* 31 or consent of the department.

200. *Independent Study*. THE DEPARTMENT.

Classics

ASSOCIATE PROFESSOR AMBROSE, *Chairman;* AND PROFESSOR DANE

REQUIREMENTS FOR THE MAJOR IN CLASSICS: The major consists of eight units chosen from the departmental offerings in Greek and Latin. *Classics* 12 may be included with the consent of the department.

Classics

12. *Introduction to the Languages and Literatures of Greece and Rome*. Every spring. MR. DANE.

Develops from the outset an elementary reading knowledge of Greek and Latin by the concentrated study of parallel passages. Lectures and readings in reputable English translations examine the main outlines and spirit of classical literature.

No previous knowledge of Greek or Latin is required. Closed to students who have studied *both* languages.

Greek

1. *Elementary Greek.* Every fall. MR. AMBROSE.
   A thorough presentation of the elements of accidence and syntax based, insofar as possible, on unaltered passages of classical Greek.

2. *Continuation of Course* 1. Every spring. MR. AMBROSE.
   In the latter half of the term a work of historical or philosophical prose is read.

3. *Plato.* Every fall. MR. DANE.

4. *Homer.* Every spring. MR. AMBROSE.

5. *Selected Greek Authors.* Every fall. MR. AMBROSE.
   Designed to meet the needs of advanced students in Greek literature, with extensive readings from representative authors in such fields as drama; history; philosophy; lyric, elegaic, and epic poetry; and oratory. *The course may be repeated for credit with contents changed.*

6. *Continuation of Course* 5. Every spring. MR. AMBROSE.

Latin

1. *Elementary Latin.* Every fall. MR. DANE.
   A concentrated presentation of the elements of Latin grammar leading directly to the reading of a philosophical essay by Cicero. This course is designed for students without previous instruction in Latin but is also open to students with less than three years of Latin in secondary school.

4. *Vergil. The Aeneid.* Every spring. MR. DANE.
   Prerequisite: *Latin* 1 or its equivalent.

5. *Horace and Catullus.* Every fall. MR. AMBROSE.
   Prerequisite: *Latin* 4 or its equivalent.

7. *Selected Latin Authors.* Every fall. MR. DANE.
   Designed to meet the needs of advanced students in Latin literature, with extensive readings from representative authors in such fields as satire, drama, philosophy, history, and elegy. *The course may be repeated for credit with contents changed.*

8. *Continuation of Course* 7. Every spring. MR. DANE.

200. *Independent Study.* THE DEPARTMENT.

Economics

Professor Darling, *Chairman;* Professors Abrahamson and Shipman; Associate Professor Freeman; Assistant Professors Espenshade, Hopkins, and Vail; and Lecturer Mr. Hokanson.

Requirements for the Major in Economics: Students may choose either of two economics major programs, in consultation with their advisers.

The major in economic analysis is designed for students contemplating graduate study in economics, business, or public administration. It provides students with an opportunity to study economics as a social science with an accepted body of theory; to study the processes of drawing inferences from bodies of data and testing deduced hypotheses against observation (questions of scientific method); and to study the application of economic theory and method to problems such as understanding economic change and development, the functioning of economic institutions (e.g., banks, the government, labor unions), and current policy issues (e.g., poverty, pollution, and monopoly). In its core courses, the major emphasizes analytical methods and quantitative and statistical techniques used in social and economic research. The electives represent applications of economic analysis to particular aspects of the economic system.

The major consists of *Economics* 1, 2, 3, 5, 6, and three additional courses in economics.

The major in economic issues encourages students to undertake intensive study of the applications of economic analysis, as well as materials drawn from other disciplines, to one or two important issues in contemporary public policy, economic history, or political economy. Examples of such issues are poverty in post-industrial America; the urban crisis; environmental economics and pollution; consumer protection; the interconnection of economic and political power; population growth; economic and related aspects of problems facing racial minorities; nineteenth-century industrial development, imperialism, and neocolonialism; Third World development problems; and the prospects for East-West economic cooperation.

A student majoring in this program is expected to specify his general area of interest by the fall of his junior year.

The major consists of *Economics* 1, 2, 30; either *Economics* 3, 5, or 6 (to be selected by the student in consultation with his

faculty adviser); and five additional courses, of which two may be selected by the student in consultation with his faculty adviser from outside the field of economics. For example, a student studying poverty in the United States might select courses in Afro-American studies, government, history, or sociology.

Work of high quality in *Economics* 30 meets the independent study requirement for departmental honors.

1. *Principles of Economics.* Every semester in sections of 20-30 students each. THE DEPARTMENT.

   Fundamental economic concepts, relationships, and institutions, with emphasis on analytical methods.

2. *Applications of Economic Principles.* Every spring in sections of 10-30 students each. THE DEPARTMENT.

   Selected contemporary problems and the way in which economic principles and policies can aid in their solution.

   Prerequisite: *Economics* 1.

3. *Economic Statistics.* Spring 1973. MR. ESPENSHADE.

   Statistical theory and descriptive methods applied to typical research problems in economics. Laboratory work involves individual student use of instructional computer programs. No prior computer experience is required.

   Prerequisite: *Economics* 1.

4. *Accounting and the Analysis of Financial Statements.* Every spring. MR. HOKANSON.

   Accounting analysis as an important working tool for the business executive, the public administrator, and the economic researcher. Consideration of such subjects as the preparation and interpretation of financial statements, the nature of income, the valuation of assets, depreciation, and reserves.

   Prerequisite: *Economics* 1.

5. *Economic Analysis* I. Every fall. Fall 1972. MR. SHIPMAN.

   An advanced study of contemporary price theory focusing on such elements as the household and the firm and their behavior in relation to prices and quantities produced under various market conditions. Actual and optimal patterns of resource allocation and income distribution are examined. Welfare economics, linear programming, input-output analysis, and other modern analytical techniques are introduced.

   Prerequisite: *Economics* 1.

6. *Economic Analysis* II. Every spring. Spring 1973. Mr. Darling.

An advanced study of contemporary national income and growth theory with emphasis on the relationships among consumption, investment, government receipts and expenditures, money and interest rates, and their role in determining the level of aggregate economic activity. Some attention is given to policy implications of the analysis.

Prerequisite: *Economics* 1.

7. *International Economics.* Spring 1974. Mr. Freeman.

The theory and practice of foreign trade, balance of payments, international movements of capital, and governmental policies with regard to international economic affairs generally.

Prerequisite: *Economics* 1.

8. *Economic History and Development.* Spring 1973. Mr. Shipman.

An advanced study of economic growth and industrialization in the West, combining development theory and institutional history. Emphasis on Great Britain from 1750 to 1850 and the United States from 1790. A general knowledge of European and American history is assumed.

Prerequisite: *Economics* 1.

9. *Economics of Money, Banking, and Finance.* Fall 1972. Mr. Darling.

The general principles and institutions of money, banking and financial markets as they relate to the performance of the economic system. Current problems concerning financial institutions, the flow of funds into investment, the Federal Reserve System, and the use of monetary and financial controls are considered.

Prerequisite: *Economics* 1.

10. *Economics of the Public Sector.* Fall 1972. Mr. Hopkins.

The economic role of government. Policy-oriented investigation of effects of government expenditures and revenues on efficiency of resource allocation and equity of income distribution. Topics covered include public goods, externalities, cost-benefit analysis, tax incidence, tax reform, and revenue sharing.

Prerequisite: *Economics* 1.

12. *Labor and Manpower Economics.* Fall 1972. Mr. Abrahamson.

The problems surrounding unionism, collective bargaining, unemployment, and manpower utilization are considered from the viewpoints of labor, management, and the public.

Prerequisite: *Economics* 1.

13. *History of Economic Thought.* Fall 1973. Mr. Shipman.

The "worldly philosophers" from the seventeenth century onward. Special attention is given to the historical development of those ideas and concepts now constituting the core of economic analysis, and to the relation such ideas bear to the mainstream of intellectual history.

Prerequisite: *Economics* 1.

14. *Comparative Political Economy.* Fall 1973. Mr. Vail.

Theoretic and case study of alternative methods of organizing societies to produce and distribute goods and services in the modern world. The course focuses on the comparative success of different noncapitalist societies in achieving proximate economic objectives and ultimate social ends. Special consideration of the economics of central planning in the Soviet Union, Eastern Europe, Cuba, and China.

Prerequisite: *Economics* 1.

15. *Industrial Organization and Public Control.* Spring 1974. Mr. Shipman.

A study of the structure, performance, and control of selected industries. Attention is given to transport, power, and communications as well as to the manufacturing sector. Cultural and environmental impacts are also explored.

Prerequisite: *Economics* 1.

16. *Econometrics and Simulation.* Spring 1974. Mr. Espenshade.

An application of elementary mathematics, statistics, and computer simulation to the study of past and alternative future economic relations. Special emphasis on the use of existing social science information and computing systems. Students are expected to enter the course with advanced programming skills in the language Basic and with at least some knowledge of Fortran.

Prerequisites: *Economics* 1, and *Economics* 3 or *Mathematics* 26 or 30, and consent of the instructor.

18. *Economics of Resources and Environmental Quality.* Spring 1974. Mr. Freeman.

The economic dimensions of environmental quality and resource management problems faced by the United States and the world. The relationships among population, production, and pollution; the role of market failure in explaining the existence of pollution; evaluation of alternative strategies for pollution control and environmental management; the adequacy of natural resource stocks to meet the future demands of the United States and the world.

Prerequisite: *Economics* 1 or consent of the instructor.

19, 20. *Contemporary Problems.*

Topics may include population problems, the economics of health and education, economic fluctuations and forecasting, social and economic implications of science, the problems of economic growth in poor nations, and the economics of poverty in America.

Prerequisites, if any, are determined by the instructor.

19. *Population Analysis and Contemporary Problems.* Fall 1972. Mr. Espenshade.

The measurement and behavior of the major demographic variables, fertility, mortality, and migration, and their role in determining the growth and age distribution of populations. Contemporary problems include the relation of population growth to economic development, metropolitan concentration and crowding, environmental deterioration, the aging of populations, and zero population growth. Population policy and prospects for the future are also discussed.

Prerequisite: *Economics* 1.

20. *Education, Poverty, and Economic Growth.* Spring 1973. Mr. Hopkins.

Economic analysis of education and human resource policies. Relationships among education, employment and income are explored, with particular regard to education's bearing on poverty, economic inequality, and economic growth. Topics considered include alternative means of financing education, and alternative patterns of allocating public sector spending over types and levels of education.

Prerequisite: *Economics* 1.

20. *Problems of Economic Growth in Underdeveloped Areas.* Spring 1974. Mr. Vail.

The problems of growth and development in less industrialized parts of the world. Special attention is given to the "development of underdevelopment" through imperialist relations, the industrialization versus rural development controversy, and the experience with comprehensive planning in East Africa.

Prerequisite: *Economics* 1.

30. *Research Seminar.* Every semester. THE DEPARTMENT.

A required course for majors in *Economic Issues* consisting of selected topical seminars. The seminar is divided into small-group sections each specializing in a particular field of economic issues. Each participant will undertake a substantial piece of independent research. The seminar provides an opportunity for students to articulate their ideas, models, methods, and problems to their peers, as well as to exercise their critical capacities in commenting on the projects of other seminar members. Students majoring in Economic Issues will be admitted to an appropriate section of the seminar upon completion of a substantial part of the major course requirements, in consultation with the student's adviser. The seminar is open to other students only with the consent of a member of the department.

Prerequisite: *Economics* 1, and consent of the instructor.

200. *Independent Study.* THE DEPARTMENT.

Education

PROFESSOR HAZELTON, *Chairman*

1. *Education in the Twentieth Century.* Every fall.

The purposes, organization, and government of modern educational systems. Comparative studies of American and English education are the principal focus of the course.

2. *History of American Education.* Every spring.

The study of educational institutions and thought in their social and cultural settings. The organization of the course includes individual and group work on topics such as the growth of the common school, the progressive education movement, the development of the high school, and the nineteenth-century college and university.

3. *Secondary Education.* Every fall.

A study particularly of the American public high school although certain aspects of private education are included. The emphasis is on problems of policy and practice that are to be found in documents and studies like the Coleman Report.

Prerequisite: *Education* 1 or 2, or consent of the instructor.

4. *Teaching.* Every spring.

A study of the process of teaching, the organization of subjects and the curriculum, and the teacher's profession. A substantial part of the work of the course consists of observation in school classrooms.

Prerequisites: An appropriate sequence of courses in education and psychology and consent of the instructor.

200. *Independent Study.*

Note: Undergraduates considering a career in teaching should make their interest known to Mr. Hazelton so that their course programs may be planned most effectively.

On page 93 there is a further discussion of careers in teaching.

English

Professor Hall, *Chairman;* Professors Coxe and Greason; Associate Professors Coursen and Redwine; Assistant Professors Burroughs, Ikeler, and Paluska; and Director of Theater Mr. Rutan

Requirements for the Major in English and American Literature: The major consists of ten courses including a Junior Major Tutorial (*English* 60) and nine semester courses as follows: At least one semester unit is required from each of four groups: (1) *English* 10, 11, or 12; (2) 13 or 14; (3) 15, 16, or 17; (4) 18, 19, or 20. Five additional units may be chosen from the foregoing and/or *English* 1, 2 (Freshman-Sophomore Seminars,* not more than two), 21, 22, 30, 31, 32, 33, 34, 35, 36, 41. In addition, candidates for honors in English are required to write an honors essay and to take a comprehensive examination in the senior year. Ex-

*Composition seminars do not count toward the major.

ceptions to this program may be arranged by the department to encourage and accommodate special individual programs such as interdisciplinary majors.

Freshman-Sophomore Seminars

1, 2. *Seminars in English Composition and Literature.* Every semester.

Open to freshmen and sophomores. Enrollment normally limited to fifteen a section. Class discussion, outside reading, written papers, and conferences.

1. *Composition.* Fall 1972 and spring 1973. THE DEPARTMENT.

Written work on assigned topics. Emphasis on analysis of problems of exposition.

2. *Survey of English Literature: Beginnings Through the Eighteenth Century.* Fall 1972. MR. IKELER.

Emphasis on Chaucer, Shakespeare, and Swift.

3. *Survey of English Literature: Romantic, Victorian, and Modern.* Spring 1973. MR. IKELER.

Nineteenth-century poetry and the development of the novel. Blake, Keats, Wordsworth, Tennyson, Dickens, Thackeray, Hardy, Joyce, and Eliot.

4. *Russian Fiction of the Nineteenth Century.* Fall 1972. MR. BURROUGHS.

Emphasis on Tolstoy and Dostoevski.

5. *The Hero as Outlaw.* Fall 1972 and spring 1973. MR. PALUSKA.

An examination of fictional works that discuss the relationship between law-abiding members of society and the individual criminal. Such topics as the psychology of the criminal, the notion of guilt, the trial as a fictional device, and the criminal as social critic will be discussed and written about.

7. *Literary Analysis.* Fall 1972. MR. COXE.

Studies of different approaches to literature, with emphasis on the critical analysis of poetry, drama, and fiction.

8. *Poetry, Modern and Contemporary.* Spring 1973. MR. COXE.

Modern poetry from Yeats to Frost to Lowell.

9. *Shakespeare's Contemporaries.* Fall 1972. Mr. Coursen.
A reading of the plays of the great dramatists who lived in Shakespeare's shadow: Kyd, Marlowe, Jonson, Tourneur, Webster, and Middleton.

10. *The Individual and Society.* Spring 1973. Mr. Greason.
A study of literary works, especially of the eighteenth and nineteenth centuries, which have to do with society, the individual, and the relationship between them.

Advanced Courses

7. *English Composition.* Every year. Fall 1972. Mr. Ikeler.
Written work on assigned topics; attention to the disciplines of composition, with emphasis on methods of exposition. Ordinarily limited to students not planning to take *English* 8.
Prerequisite: Consent of the instructor.

8. *Advanced Composition.* Every year. Spring 1973. Mr. Coursen.
Written work with emphasis on imaginative writing. Ordinarily limited to students who have not taken *English* 7.
Prerequisite: Consent of the instructor.

9. *Literary Composition.* Every other year. Fall 1973. Mr. Coxe.
The writing of poetry and fiction. Primarily for juniors and seniors.
Prerequisite: Consent of the instructor.

[10. *Origins and Development of the Language.*]

11. *Chaucer.* Every other year. Fall 1973. Mr. Burroughs.
A study of the *Canterbury Tales,* the *Prologue* and connecting links, *Troilus and Criseyde,* and the minor poems.

12. *Medieval Poetry and Prose.* Every other year. Spring 1973. Mr. Burroughs.
Initial consideration of old English poetry; concentration on the major literature of the fourteenth and fifteenth centuries. All Middle English works read in the original.

13. *Shakespeare* I. Every fall. Fall 1972. Mr. Coursen.
A study of Shakespeare's comedies; history plays, particularly the Second Henriad (*Richard II* to *Henry V*); early tragedies, including *Hamlet*; and tragicomedies.

14. *Shakespeare* II. Every spring. Spring 1973. Mr. Coursen.
A study of the major tragedies, the Roman plays, and the final comedies.

15. *English Literature of the Early Renaissance.* Every other fall. Fall 1973. Mr. Redwine.
A critical study of the literature of the sixteenth century, with emphasis upon Elizabethan nondramatic poetry.

16. *English Literature of the Later Renaissance.* Every other spring. Spring 1974. Mr. Redwine.
A critical study of the literature of the seventeenth century exclusive of Milton, with emphasis on the poetry of Donne, Jonson, and their followers.

17. *Milton.* Every other year. Fall 1972. Mr. Burroughs.
A critical study of his chief writings in poetry and prose.

18. *Eighteenth-Century Poetry and Prose.* Every other year. Spring 1974. Mr. Greason.
A study of neoclassical values, with special attention to the writings of Swift, Pope, and Johnson.

19. *English Romanticism.* Every other year. Fall 1972. Mr. Hall.
The origins, growth, and nature of romanticism, with emphasis on Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats, with illustrative parallels in the visual arts, including paintings of Gainsborough, Reynolds, Constable, Blake, and Turner.

20. *Victorian Poetry.* Every other year. Spring 1973. Mr. Coxe.
A critical study of the major Victorian poets.

21. *Twentieth-Century English and American Literature* I. Every other fall. Fall 1973. Mr. Hall.
The philosophic and technical bases of the modern schools beginning with Joseph Conrad.

22. *Twentieth-Century English and American Literature* II. Every year. Fall 1972. Mr. Coxe.
Various developments in contemporary literature.

30. *Literary Criticism: Definitions and Methods.* Every year. Spring 1973. Mr. Hall.
An approach to criticism through the definitions of its

governing concepts and terms; analysis of selected critical writings and practice in the application of the principles and instruments of criticism.

31. *The Development of the English Drama.* Every other fall. Fall 1972. Mr. Rutan.

The plays of Medieval, Elizabethan (excluding Shakespeare), Jacobean, and Restoration drama, as far as Sheridan.

32. *Modern Drama.* Every other spring. Spring 1973. Mr. Rutan.

Modern dramatic literature, with emphasis on the comparative trends and influences of foreign drama.

33. *The English Novel* I. Every other fall. Fall 1973.

The development of English fiction and the changing patterns of the novel in the eighteenth and nineteenth centuries, through Thackeray.

34. *The English Novel* II. Every other spring. Spring 1974.

Later nineteenth-century fiction.

35. *American Literature* I. Every fall. Fall 1972. Mr. Paluska.

Lectures and readings in American literature from the Puritan Age to the Civil War.

36. *American Literature* II. Every spring. Spring 1973. Mr. Paluska.

Major American writers from 1865 to 1950.

41. *Studies in Literary Genres.* Every year.

Lectures, discussions, and extensive readings in a major literary genre: e.g., The Narrative Poem, The Lyric Poem, Fiction, Comedy, Tragedy, or The Essay.

Revolution and Restoration, 1630-1700. Spring 1973. Mr. Burroughs.

The course will deal with the extraordinary diversity of literary and intellectual endeavor provoked by the Puritan revolution. It will attempt to view major figures (Milton, Dryden. Thomas Browne) and minor figures (Butler, Bunyan, Denham, etc.) in terms of the major ideological conflicts of the period.

Prerequisite: Consent of the instructor.

[47. *Playwriting.*]

50. *Fundamentals of Theater.* Every semester. Mr. Rutan and William H. Moody, theater technician.

A studio class for students interested in fundamentals of acting, directing, set designing, or technical production in the theater.

Prerequisite: Consent of the instructor.

60. *Junior Major Tutorial.* Every semester. The Department.

Individual study for one semester (fall or spring) under tutorial supervision in an area (e.g., a period, a movement, a genre) which has not been covered formally through courses. The study shall consist of conferences and the supervised writing of a major essay.

200. *Independent Study.* The Department.

Environmental Studies

Administered by the Committee on Environmental Studies:
Mr. Butcher, *Chairman;* Messrs. Espenshade, Huntington, McKee, and Wing; three undergraduates

Requirements for the Major in Environmental Studies: The major consists of a program of study determined for each individual case by the student, the chairman of the major department involved, and a member of the Committee on Environmental Studies. The major will include *Environmental Studies* 51, courses in the major department, and courses related to the study of environmental problems. The Committee on Environmental Studies will provide a list of recommended courses to be used as guidance.

1. *Introduction to Environmental Studies.* Fall 1972. Mr. Butcher.

An introductory study of select environmental topics in a multidisciplinary context. Applying basic concepts and analytic techniques from several disciplines—e.g., biology, economics, government—the course examines environmental topics such as population, use of resources, the water cycle, the nitrogen cycle, energy production, and food production. Particular emphasis on defining root problems in environmental systems and evaluating practical obstacles to their

solution—technical, legal, social, or other. While the perspective is primarily global, select local situations are examined as exemplary of the large-scale systems. Group discussions, field trips, and laboratory work, in addition to lectures and readings, may be included. Intended primarily for freshmen and sophomores but open to all students.

51. *Seminar on Environmental Policy: Pesticides, A Case History.* Fall 1972. Mr. Huntington.

An upper-level course designed to bring the student into contact with environmental issues in a problem-solving, multidisciplinary framework. The use of pesticides in public health, agriculture, forestry, and other applications, especially in Maine, is studied; their biological and economic effects are considered; legal and political aspects of their regulation are examined; alternatives are discussed. The goal is stable programs for protection of man and his crops without environmental deterioration. Students undertake projects of practical orientation, individually or as teams, putting together background material from specific disciplines. The results of these projects are presented in writing and in seminars aimed at decision-making. The course also includes talks by visiting specialists.

Prerequisite: Open to juniors and seniors with consent of the instructor.

Geology

Professor Hussey, *Chairman;* Visiting Professor Aitken

Students contemplating graduate work in geology should consult with the chairman of the department as soon as possible. They should plan a joint major between geology and chemistry, physics, biology, or mathematics. *Geology* 11 and 12 should be taken during the freshman year. By the end of the sophomore year *Mathematics* 11, 12 and *Physics-Chemistry* 17, 18 should be completed.

11. *Introduction to Physical Geology.* Every year.

Lectures devoted to the composition and structure of the earth and the dynamic equilibrium processes that affect the earth's crust. Students have the option of taking three hours of laboratory work each week, or writing a definitive term paper on some topic of interest to them and approved by the

instructor. Laboratory work includes the recognition and study of common rocks and minerals, the interpretation of topographic and geologic maps, and two half-day field trips to examine geological features of the Brunswick area. In addition, a one-day trip is taken to southern York County to examine evidence for glaciation, recent sea level changes, structures and types of metamorphic rocks, and sequence of intrusion of four major magma series. Students contemplating advanced work in geology are urged to select the laboratory option.

12. *Introduction to Historical Geology*. Every year.

Lectures devoted to a study of the principles involved in the interpretation of geologic history as deciphered from the rock record and a review of present knowledge of the evolution of the earth and its inhabitants. Three hours of laboratory work each week includes the recognition of fossils and their modes of preservation, interpretation of geologic maps, and a summary of the geologic history of the principle tectonic belts of North America. A one-day field trip is taken in the spring to illustrate important aspects of the geologic history of the southern coastal Maine area.

Prerequisite: *Geology* 11.

21. *Mineralogy and Optical Mineralogy*. Fall 1973 and fall 1975.

Lectures devoted to morphological crystallography, crystal chemistry, optical mineralogy, and a survey of the common rock-forming and economic minerals. Six hours of laboratory work each week include morphological and X-ray crystallography, and identification of minerals by hand specimen, chemical, optical, and X-ray diffraction techniques.

Prerequisite: *Chemistry* 18 or *Geology* 11.

22. *Petrology*. Spring 1974 and spring 1976.

The classification, description, and genesis of the common rock types. Six hours of laboratory work each week devoted to the identification of rocks in hand specimen and examination of thin sections with the use of the polarizing microscope.

Prerequisite: *Geology* 21.

23. *Structural Geology*. Fall 1972 and fall 1974.

The primary and secondary structures of rocks, and the interpretation of crustal deformation from these features. Laboratory work includes the interpretation of the struc-

tural features of the United States as synthesized from local and regional data.

Prerequisite: *Geology* 11, 12.

24. *Invertebrate Paleontology.* Spring 1973 and spring 1975.

The concepts and paleontological evidence of evolution, the principles of paleontology, and application of fossil data to geology and biology. The classification and morphology of the invertebrate groups occurring as fossils. Three lecture hours and three laboratory hours each week.

Prerequisite: *Geology* 11, 12 or *Biology* 11, 12.

200. *Independent Study.*

German

Associate Professor Hodge, *Chairman;* Professor Riley; Mr. Cerf and Miss Cafferty

Requirements for the Major in German: The major consists of any five courses selected from *German* 13 through *German* 18 and one semester of *German* 22 or an independent study approved by the department.

1, 2. *Elementary German.* Every year. Miss Cafferty.

Three hours a week of training in grammar, composition, and reading. Two hours of audio-lingual training in the language laboratory.

3, 4. *Intermediate German.* Every year. Fall, Mr. Hodge. Spring, Mr. Cerf.

Three hours a week of reading, composition, and review of grammar. One hour of audio-lingual training in the language laboratory or with the teaching fellow.

5, 6. *German Conversation and Composition.* Every year. Fall, Mr. Cerf. Spring, Miss Cafferty.

Designed to increase oral fluency, compositional skills, and understanding of spoken German. Metaphorical expression and other idiomatic usages may be emphasized during the second semester.

Prerequisite: *German* 4 or its equivalent.

7. *Advanced Translation: German to English.* Fall 1972. Mr. Hodge.

For students of all disciplines who expect to do specialized reading or research work in German. Emphasis on "decoding" difficult structures, discrepancies between grammar and style, and various approaches to vocabulary learning. Readings from areas of general knowledge. As a final project each student translates a reading selection from his own subject area.

Prerequisite: *German* 4 or its equivalent.

8. *Continuation of Course* 7. Spring 1973. Mr. Hodge.

Prerequisite: *German* 7 or consent of the instructor.

13. *The Development of Literary Classicism.* Fall 1973.

Beginning with the reaction against the Age of Reason and continuing into the later works of Goethe and Schiller.

Prerequisite: *German* 4 or its equivalent.

14. *The Romantic Movement.* Spring 1974.

Its literary philosophy, several schools of thought, and preferred genres, including consideration of such representative or influential figures as Tieck, A.W. and F. Schlegel, Kleist, Arnim, Brentano, Chamisso, Eichendorff, E.T.A. Hoffmann, and Schopenhauer.

Prerequisite: *German* 4 or its equivalent.

15, 16. *Literature of the Nineteenth and Twentieth Centuries.* 1972-1973. Mr. Cerf.

German literature ca. 1830-1950. Such authors as Hebbel, Storm, Meyer, Keller, Hauptmann, Hofmannsthal, Mann, Kafka, and Brecht are included.

Prerequisite: *German* 4 or its equivalent.

17. *Contemporary Literature.* Fall 1972. Miss Cafferty.

Stress on the newest—largely untranslated—authors and on authors not ordinarily considered in *German* 15, 16, e.g., Dürrenmatt, Musil, Grass, Böll, Weiss, Handke, Dorst, Doderer, among others.

18. *The Short Prose Form.* Fall 1973.

Unique theory, form, and content of the German *Novelle* as they have developed from Goethe to the present.

Prerequisite: *German* 4 or its equivalent.

22. *Seminar in Aspects of German Literary History.* Every spring.

Work in a specific area of German literature not covered

in other departmental courses, e.g., individual authors, literary movements, genres, cultural influences, literary-historical periods.

Prerequisite: One semester's work beyond *German* 4 or equivalent.

Spring 1974: *The Epic.* Mr. Hodge.

Begins with the *Nibelungenlied* and includes, as time permits, the chivalric and other forms.

31, 32. *Representative Works of German Literature in English Translation.* 1973-1974.

Emphasis on longer forms (novel, epic) and on literature since 1870.

200. *Independent Study.* The Department.

Government and Legal Studies

Associate Professor Morgan, *Chairman;* Professors Daggett and Donovan; Associate Professors Potholm and Rensenbrink; Assistant Professors Emmert and Small; Senior Lecturer Mr. Robison; Messrs. Guth and Palmer

Requirements for the Major in Government and Legal Studies: The major consists of at least two Level A courses and at least six Level B courses. Majors must, however, take at least one course from each division of the department's offerings: American government (3, 5, 6, 9, 10, 13, 14, 30, and 31); comparative government (4, 12, 22, 23, and 51); political theory (1, 16, 17, 19, and 20); and international politics (2, 7, 8, 15, and 18).

In addition, the student seeking to graduate with honors in government and legal studies must take both semesters of the honors seminar (*Government* 60, 61) during his senior year and must prepare an honors paper. No more than one semester of independent study, including independent study for honors, may be substituted for a course in completing the eight-course requirement (two from Level A and six from Level B).

Sophomore standing is required for courses numbered 5-29; junior standing for courses numbered 30-39; senior standing for courses 60-69. Courses numbered 50-59 are specialized seminars with individualized requirements as to class standing and prerequisite courses.

Level A Courses

1. *Introduction to Political Theory.* Fall 1972. Mr. Emmert.
   A systematic examination of selected major problems of politics, such as legitimacy, obligation, authority, and participation.

2. *Introduction to International Relations.* Spring 1973. Mr. Potholm.
   Patterns of cooperation and conflict in the interaction of nation-states; analysis of the traditional forms of interstate behavior. Attention is also given to such topics as the international espionage subculture, revolutionary change, and the causes of war.

3. *Introduction to American Government.* Fall 1972 and spring 1973. Messrs. Guth and Morgan.
   Emphasis on the national government and the making of public policy. Examination of the Constitution, Supreme Court, presidency, Congress, political parties and interest groups, bureaucracy, and national budget-making. Whenever possible an attempt will be made to relate the study of basic institutions to the development of current issues of public policy.

4. *Introduction to Comparative Government.* Fall 1972 and spring 1973. Mr. Palmer.
   An introduction to the study of governments other than the United States. Governments selected for study vary from year to year but usually include a Western European parliamentary type, a communist one-party type, and the government of a non-Western, noncommunist developing country.

Level B Courses

5. *Urban Governments.* Fall 1972. Mr. Morgan.
   The structures of political power in major American metropolitan areas, and the problems generated by recent population shifts in America.
   Prerequisite: *Government* 3 or 13

6. *Law and Society.* Fall 1972. Mr. Morgan.
   Selected nonconstitutional areas of American public law which have become the focus of intense political conflict: to include federal and state statutory efforts in the field of civil rights, police practices, and the philosophical underpinnings of the criminal law.
   Prerequisite: Any Level A course.

7. *International Law.* Fall 1972. Mr. Daggett.
The modern state system, the role of law in its operation, the principles and practices which have developed, and the problems involved in their application.
Prerequisite: Any Level A course.

[8. *International Organization.*]

10. *The American Presidency.* Spring 1973. Mr. Emmert.
An examination through the study of historical materials and recent literature of the office of the president and of presidential leadership. Emphasis on the case for and against a vigorous, independent executive and on understanding the problems and nature of statesmanship in a liberal democracy.
Prerequisite: Any Level A course.

12. *Advanced Comparative Government.* Fall 1972. Mr. Palmer.
An exploration of political development or modernization, either by a comparison of a Western developed country (other than the United States) to a non-Western underdeveloped country or by the analysis of the modernization of a contemporary European government. Comparisons and contrasts will be made in the light of analytic materials that probe the nature of development and which identify the problems of political formation and continuity. The aim is to involve the student in significant political issues in a familiar and in an unfamiliar context and thereby sharpen his understanding of basic political forces and of options available under varying circumstances.
Prerequisite: Consent of the instructor.

13. *Parties, Interest Groups, and Elections in America.* Fall 1972. Mr. Guth.
Parties and interest groups, their functions in the American system, and their relationships with other political institutions. Also the dynamics of voting behavior and campaign techniques.
Prerequisite: Any Level A course.

14. *The Policy-Making Process.* Spring 1973. Mr. Donovan.
The policy-making process in American government with emphasis on executive-legislative relations, the roles of Congress and the presidency, and the basic problem of responsible formulation of public policy in American democracy.
Prerequisite: Any Level A course.

15. *Advanced International Politics.* Fall 1972. Mr. Small.

An examination of some new and even novel approaches to the study of international politics. Designed to help students become aware of the ways in which the relations between nation-states may be conceptualized and studied.

Prerequisite: *Government* 2, 7, 8, or 18.

16. *Development of American Political Thought.* Spring 1973. Mr. Donovan.

American political thought from the seedtime of the Republic through the present. Emphasis on an analysis of major American thinkers from Madison to John Dewey. Concludes with an examination of the contemporary dialogue of American liberalism, conservatism, and radicalism.

Prerequisite: Any Level A course.

[17. *Problems of Political Analysis.*]

18. *American Foreign Policy: Its Formulation and the Forces Determining Its Direction.* Spring 1973. Mr. Small.

The major theories concerning the sources and conduct of American foreign policy since World War II. Not only diplomatic, constitutional, and administrative factors but also the significance of economic and cultural forces.

Prerequisite: Any Level A course or *History* 22.

19, 20. *The History of Political Thought in the West from Greek Antiquity to the Present.* 1972-1973. Mr. Emmert.

An analysis, through close textual criticism, of the political writings of selected thinkers of ancient Greece and Rome, medieval Europe, and modern Western civilization. Non-Western thinkers may be included. Examples of authors to be read are Plato, Aristotle, Lucretius, Augustine, Marsiglio of Padua, Machiavelli, Hobbes, Locke, Rousseau, Hegel, John Stuart Mill, Marx, Kierkegaard, Nietzsche, Veblen, Weber, Lenin, Collingwood, Ortega y Gassett, Pareto, Sorel, Dewey, Sartre, Mao Tse-tung, Gandhi. Not all of these authors are read in a single year. Authors not listed may be read in any given year.

Prerequisite: *Government* 1 or consent of the instructor.

23. *African Politics.* Fall 1972. Mr. Potholm.

The political phenomena in sub-Saharan Africa. Empha-

sis on the dynamics of politics since independence, but geography, ethnicity, and history are also explored in introductory lectures.

Prerequisite: *Government* 2, 4, or 51.

30, 31. *American Constitutional Law.* Every year. Fall 1972. Mr. Daggett. Spring 1973. Mr. Morgan.

Constitutional principles in the United States. The case method is used in the presentation of material.

Prerequisite: At least two previous courses in American government or American history.

51. *Political Analysis and the Forces of Change.* Fall 1972. Mr. Potholm.

The perception and conceptualization of political forces through an examination of selected historical contexts. The interaction of sociological, economic, and psychological factors with political formation and development.

Specifically, an introduction to the study of contemporary Black Africa (i.e., Africa south of the Sahara) with attention to Nigeria in West Africa and Tanzania in East Africa.

Enrollment limited to twenty-four freshmen.

* 60-61. *Honors Seminar.* Every year. The Department.

200. *Independent Study.* The Department.

History

President Howell; Professor Whiteside, *Chairman;*
Professor Levine; Assistant Professors Bland,
Dietrich, Karl, Nyhus, and Willman; and
Visiting Lecturer Mr. Motani

Requirements for the Major in History: The major consists of eight courses in history.

The department has divided its offering into four fields: Europe before 1500, Europe since 1500, the United States, and the rest of the world. A student majoring in history should, with his adviser, plan a course of study which concentrates on one field and has some courses in two other fields. The field of concentration should include four courses and normally a research seminar. In consultation with his adviser a student may devise a field other than those listed (for example, Eastern Europe or England) and such fields may include relevant courses from other departments.

All such specially constructed fields should be approved by the chairman of the department.

Each student majoring in history will be assigned to a departmental adviser. The adviser and student will work out an appropriate course of study which shall be filed with the department. The course of study may be altered, but the adviser must agree to the alterations and all such courses of study and alterations are subject to departmental review.

Students desiring to become history majors should normally have had at least two previous college courses in history. Students without at least one honors grade in history will be admitted to the department only after departmental review.

Although most courses have no prerequisites, students should note that some courses are designed to be introductory while others presume more background. The following courses are intended to introduce students to the study of history and the broad outlines of European, North American, South American, or African developments: *History* 1, 2; 20; 39, 40; 46, 47. Students with little or no background in history but with an interest in a more specific period or area may wish to choose from *History* 3, 5, 6, 7, 8, 16, 17, 22, 28, 29, 35, 36, 37, 38, 41, 42. For students with some experience or background in the study of history or the particular subject matter, the following courses are recommended: *History* 4, 8, 9, 10, 11, 15, 23, 24, 25, 26, 27. Courses numbered in the 50s are intended for advanced students (though not necessarily history majors) and require consent of the instructor to enter.

Students contemplating graduate work in history to the doctoral level should incorporate appropriate language preparation in their undergraduate program. Usually, this means gaining a reading competence in two foreign languages.

1,2. *History of Western Civilization.* Every year. Messrs. Howell, Nyhus, and Willman.

An introductory survey of Western civilization. The first semester covers the period from the fall of Rome through the Reformation. The second semester continues the survey to the present.

3. *Political, Cultural, and Intellectual History of Europe in the Classical Period.* Every other year. Spring 1974. Mr. Willman.

After an introductory survey of the ancient Near East, concentration on the classical civilizations of Greece and Rome, with most attention on the Periclean and Augustan

ages. The internal development of the two societies and the impact of each upon the wider Mediterranean world is studied largely through the eyes of contemporaries. Works of literature, art, and architecture are considered as historical documents contributing to an understanding of classical culture. Among the authors to be read are Herodotus, Thucydides, Aeschylus, Aristophanes, and Plato; Polybius, Livy, Caesar, Cicero, and Tacitus.

4. *History of Europe in the Middle Ages.* Every other year. Fall 1973. Mr. Nyhus.

   A survey covering political and social institutions as well as intellectual and cultural movements. Begins with the end of the Roman Empire but emphasizes the Carolingian period and the High Middle Ages.

5. *History of the Reformation and the Age of Louis XIV.* Every other year. Fall 1972. Mr. Karl.

   A brief consideration of the Reformation serves as an introduction to the social, political, and intellectual history of Continental Europe from the sixteenth century to the death of Louis XIV. A prior general knowledge of European history is recommended but not required.

6. *History of the Enlightenment and the Revolutionary Era.* Every other year. Spring 1973. Mr. Karl.

   A survey of Continental European history from the death of Louis XIV to the Revolutions of 1848, with focus on the French Revolution and its role in European development. A prior general knowledge of European history is recommended but not required.

7. *History of Russia, 1700-1939.* Every other year. Fall 1972. Mr. Karl.

   A broad survey of Russian development from Peter the Great to Stalin. Special attention will be paid to the long-term coming, course, and aftermath of the Revolution. No prior knowledge of European history is required.

8. *The German Problem: Thirty Years War to the Revolutions of 1848.* Every other year. Fall 1973. Mr. Karl.

   Consideration of some mainstreams in German history, directed toward exploring the historical background to the "German Problem."

9. *History of Europe from the Revolutions of 1848 to World War I.* Every other year. Fall 1972. Mr. Briasco, the alumni secretary.

   Political and social history of European states and their imperialistic expansion, ending in a detailed study of the origins of World War I.

10. *Recent European History.* Every other year. Fall 1973. Mr. Briasco, the alumni secretary.

    A survey of World War I and the peace settlements as a background for the study of political and social developments in Europe in the interwar period, World War II, and current international problems.

11. *Renaissance Europe.* Every other year. Spring 1973. Mr. Nyhus.

    A close study of the politics and culture of the period. Consideration of the historical problem of a renaissance.

15. *History of England to 1550.* Every other year. Fall 1973. Mr. Willman.

    An advanced survey of the origins of English society. Attention paid to the cultural, intellectual, social, political, and economic aspects of medieval English life in an attempt to produce a satisfactory definition of a complex and dynamic society. The growth of representative institutions and the common law is studied within this context. Concludes with the Reformation, which is interpreted as a revolutionary disruption of many of the features of medieval England. Readings include selections from medieval historians, from Bede to Froissart; other contemporary sources, such as the *Magna Charta* and More's *Utopia;* and modern works.

16. *History of England from the Sixteenth to the Nineteenth Century.* Every other year. Spring 1974. Mr. Willman.

    Emphasis on the interdependence of constitutional and social history while considering the Elizabethan age, the prolonged revolution of the seventeenth century, and the normalization of the constitution in the eighteenth century. Concludes with the breakup of the old colonial empire and the beginnings of industrialization. Readings from Shakespeare, Bacon, Milton, Locke, Swift, Adam Smith, and Burke, among others.

17. *History of England from 1800 to the Present.* Every other year. Fall 1972. Mr. Willman.

A survey of the cultural, intellectual, political, constitutional, social, and economic development of England.

21. *Interpretations of American History.* Fall 1973. Mr. Levine.
Consideration of four or five topics, from the American Revolution to the present, all related to social change. How historians have disagreed with each other, the nature of historical inquiry, and the relationship between past and present. Readings include Hartz, *The Liberal Tradition in America;* Lowi, *The End of Liberalism;* Hamilton, *Report of the National Bank;* and Collingwood, *The Idea of History.*

22. *The Colonial Experience.* Every other year. Fall 1972. Mr. Bland.
The origins of American civilization examined through political and intellectual history. Emphasis on the political theory and practice of the Revolutionary period.

23. *The Age of Jefferson and Jackson.* Every other year. Spring 1974. Mr. Bland.
A study based on monographs and source materials of the early national period of American history, 1789-1848. Social and intellectual currents as well as political developments are covered.

24. *The American Civil War.* Fall 1972. Mr. Whiteside.
Concentration on the political, economic, psychological, and social tensions leading to, and growing out of, the war. A critical comparison of the diverse interpretations of what the war was about. The conflict over slavery is reviewed as a cause of the war, as is the ambiguous status of black Americans after its close. Some attention paid to the treatment of war themes in novels, poetry, and drama. Extensive reading in biography, monographs, and source materials. Lectures, discussions, independent research.

25. *American Society and Thought, 1865-1917.* Spring 1973. Mr. Whiteside.
The transformation of American society through industrialization, urbanization, and immigration. Exploration of the effort to adapt political, religious, educational, and social thought and institutions to the new conditions. Black leadership, especially that of Booker T. Washington and W. E. B. duBois, is considered in the context of the problems encountered by blacks after Emancipation. Social critics and theorists William Graham Sumner, Lester Frank Ward,

Thorstein Veblen, William James, John Dewey, and Lincoln Steffens are studied. Some attention given to William Dean Howells, Mark Twain, Hamlin Garland, Stephen Crane, Edgar Lee Masters, and Theodore Dreiser as interpreters of the era and critics of its values. The course concludes by considering the persistence into present-day America of attitudes generated between 1865 and 1917. An understanding of the political history of the period is assumed. Lectures, reading, discussions, and independent research.

26. *The Foreign Relations of the United States since 1898.* Fall 1972. Mr. Whiteside.

Consideration of the nation's changing role in world affairs since the war with Spain. Imperialism and its critics; preparedness, diplomacy, and World War I; varieties of isolationism—before, during, and since its peak years 1935-1939; the challenge to isolationism and America's participation in the struggle against the Axis powers; the American role in international organizations; "realism," containment, and the cold war; the challenge to cold war thinking since the involvement in Vietnam; the changing American role in Asia, Latin America, the Near and Middle East; the interactions between the internal social, economic, and political problems of American society and the nation's policies, actions, and objectives in the world arena. Lectures, reading, discussions, and independent research.

27. *The United States Since 1945.* Every other year. Spring 1974. Mr. Levine.

Consideration of social, intellectual, political, and international history. Topics include the cold war; the survival of the New Deal; the changing role of organized labor; Keynesian, post-Keynesian or anti-Keynesian economic policies; the urban crisis. Readings common to the whole class and the opportunity for each student to read more deeply in a topic of his own choice.

28. *The Black Man in American Society until Reconstruction.* Fall 1973. Mr. Levine.

African backgrounds to North American slavery, the slave trade, varieties of slavery in South America, the West Indies, North America, slavery in the northern colonies and states, southern slavery and its variations, slavery in the cities, the free Negro—North and South, antislavery and abolition, the black man and the Civil War, Reconstruction.

29. *The Black Man in American Society since Reconstruction.* Every other year. Spring 1974. Mr. Levine.

The failure of Reconstruction and its consequences, the development of institutions in the black society, the migration north and its consequences. Consideration of prejudice, discrimination and various types of oppression, resistance and rebellion. The emotional flavor of oppression and resistance. Readings include Allport, *The Nature of Prejudice,* Malcolm X, *Malcolm Speaks,* and Margaret Walker, *Jubilee.*

35. *Traditional China.* Every other year. Fall 1973. Mr. Dietrich.

China before the nineteenth century, when all Chinese believed, and most outsiders who went there agreed, that the "Middle Kingdom" was the greatest of the world's civilizations. The last millenium of traditional Chinese society: how it was organized, the ideas and values that sustained and directed it, the ways it changed over time.

36. *Chinese Intellectual History.* Every other year. Fall 1972. Mr. Dietrich.

Focus on three transitional periods in the history of Chinese thought: the fusion of the first-millennium-B.C. mystical, social, and political ideas into an eclectic imperial ideology; the great Confucian counterattack against Buddhism which, in the tenth through twentieth centuries, generated the thought system that dominated East Asia into modern times; and the agonized struggle during the nineteenth and twentieth centuries to reconcile Western ideas with Chinese cultural continuity.

37. *Modern China.* Every other year. Spring 1973. Mr. Dietrich.

The political, social, economic, and intellectual changes that transformed China between the last days of the Ch'ing empire and the present-day People's Republic.

38. *Modern Japan.* Every other year. Spring 1974. Mr. Dietrich.

The radical transformation of Japan since it was opened to Western influence by Perry in 1854. Consideration of the patterns, economic development, and the adaptation to Western ideas.

39,40. *Africa from the Earliest Times to the Present.* 1972-1973. Mr. Motani.

A survey which includes problems of African history, an-

cient Africa, Sudanic civilizations, Bantu migrations, spread of Islam, empires of the western Sudan, slave trade and abolition, scramble for Africa, African nationalism and independence.

41. *East Africa: Kenya, Uganda, and Tanzania, 1870-1960.* Fall 1972. MR. MOTANI.

Main themes: East African societies on the eve of partition; African response to missionaries, traders, and colonialists; "collaborators" and "resisters"; new elites and African political activity; the "Indian Question" in Kenya; the closer union (federation) movement; pan-Africanism and education in East Africa; nationalism and independence.

42. *West Africa in the Nineteenth Century.* Spring 1973. MR. MOTANI.

Consideration of the growth of European influence, the Islamic revolutions and their impact, Christianity and legitimate commerce, British and French conquests of West Africa.

46. *Latin American History: The Colonial Period.* Every fall. MR. REED, THE SPECIAL COLLECTIONS LIBRARIAN.

A survey of the period through the wars of independence. Emphasis on the political, social, economic, religious, and cultural development of the Spanish and Portuguese empires in the New World with some comparative study of Latin American colonial institutions and those of North America.

47. *Latin American History: The National Period.* Every spring. MR. REED, THE SPECIAL COLLECTIONS LIBRARIAN.

A survey of the nineteenth and twentieth centuries, with emphasis on the struggle for political stability, economic development, and social reform. Consideration of the position of Latin American countries in international affairs.

[51. *Problems in Early European History.*]

52. *Problems in European History.* Every year. MR. HOWELL OR MR. KARL.

A close investigation of a single period or problem in the history of modern Europe. Following a critical discussion of sources both primary and secondary, students develop specialized aspects as research projects.

Spring 1973: *Nazi Germany: Why?* MR. KARL.

Prerequisite: Consent of the instructor.

53. *Problems in English History.* Every fall. Mr. Willman.

A close investigation of a single period or problem in the history of England. Following critical discussion of sources both primary and secondary, students develop specialized aspects as research projects.

Fall 1972: *English Historiography.*

A detailed but largely nontechnical examination of several major English historians from the seventeenth to the twentieth centuries:

Prerequisites: Junior or senior standing; at least two relevant courses in history, government, philosophy, or English; consent of the instructor.

54. *Problems in American History.* Every year. Mr. Bland, Mr. Levine, or Mr. Whiteside.

A close investigation of a single period or problem in the history of the United States. Following critical discussion of sources both primary and secondary, students develop specialized aspects as research projects.

Fall 1972: *The New Deal.* Mr. Bland.

Spring 1973: *Religion in a Pluralistic Culture.* Mr. Whiteside.

200. *Independent Study.* The Department.

Independent Language Study

Mr. Nunn (Romance Languages), *Director*

The following languages are offered on an independent study basis. Registration with the permission of the Director and the Recording Committee. See page 91 for details.

*11-12. *Elementary Chinese.*

*13-14. *Intermediate Chinese.*

21. *Elementary Danish.*

*31-32. *Elementary Italian.*

41. *Elementary Norwegian.*

Mathematics

Professor Chittim, *Chairman;* Professor Christie; Associate Professors Grobe and Johnson; Assistant Professors Brooks, Silver, and Ward; Lecturers Mr. Curtis and Mrs. Grobe

Requirements for the Major in Mathematics: The major consists of *Mathematics* 21, *Mathematics* 13 or 22, and six courses approved by the department. The six courses, if in mathematics, must be numbered 25 or higher. Students interested in the application of mathematics to other disciplines may include quantitative courses from another department (e.g., *Chemistry* 32, *Economics* 16, *Physics* 37). Majors are encouraged to pursue their special interests in independent study courses for credit, which, if approved, may also count as courses for the major.

Prospective majors should begin to prepare a program of study early, in close consultation with at least one member of the department. Each major is requested to submit a proposed program to the department for its approval by the beginning of his junior year. It is understood that this proposal is tentative and subject to change as the student's interests mature.

Below are listed some of the courses recommended to students contemplating various careers in mathematics.

For secondary-school teaching: *Mathematics* 25, 5 or 26, 33, 35, 36.

For graduate study: *Mathematics* 32, 35, 39, and at least one 40-level course.

For engineering and applied mathematics: *Mathematics* 22, 26, 31, 34, 37, 38.

For operations research, management science, and econometrics: *Mathematics* 26, 30, 37, 38, and *Economics* 16.

For computer science: *Mathematics* 26, 30, 35, 36.

1, 2. *Topics in Mathematics.* When staff is available. The Department.

The origins of mathematical problems, the nature of mathematical language and proof, and the purpose and applicability of abstract mathematics. One or more themes developed each semester. Recent topics have been the unity of mathematics, the theory of numbers, basic algebraic structures, topological models and graph theory, and algorithmic mathematics.

5. *Introduction to Computer Programming.* Every fall. The Computing Center Staff.

An introduction to modern computer systems, time-sharing, and multiprogramming procedures. Program writing in Basic to solve problems in statistics and numerical analysis. Program writing in machine language and an introduction to Fortran and Cobol programming. Techniques of data storage and retrieval.

10. *Introduction to College Mathematics.* Every fall. THE DEPARTMENT.

An introduction to set theory and combinatorics, probability theory, linear algebra, computer programming and the PDP-10, and graph and network theory. This course, followed by *Mathematics* 11 in the spring, is intended as a one-year introduction to mathematics and, as such, is recommended for those students who intend to take only one year of college mathematics. *Mathematics* 10 may also be used to satisfy the prerequisites for *Mathematics* 30 and the probability prerequisite for *Mathematics* 37.

11. *Calculus.* Every semester. THE DEPARTMENT.

Elements of differential and integral calculus.

Open to students whose secondary school courses, offered for admission to college, have included the customary training in first- and second-degree equations and inequalities, exponents and radicals, geometric progressions, the binomial theorem, the function concept, coordinate systems and graphs, and the properties of and relations among the trigonometric functions. The spring semester version includes additional topics and examples relevant to the social and life sciences.

12. *Continuation of Course* 11. Every semester. THE DEPARTMENT.

Additional calculus and an introduction to infinite series.

Prerequisite: *Mathematics* 11 or an equivalent preparation which includes elementary analytic geometry and a thorough course in calculus.

13. *Differential Equations and Intermediate Calculus.* Every semester. MESSRS. CHITTIM AND JOHNSON.

Differential equations, functions of two or three variables, and geometry in three dimensions, using vectors, matrices, and complex numbers.

Prerequisite: *Mathematics* 12 or its equivalent.

14. *Elementary Probability and Statistics.* Every spring. MESSRS. BROOKS AND SILVER.

Fundamental concepts of probability: experiment, outcome, event, probability, conditional probability, independence. Combinatorics: Cartesian products, permutations and combinations, poker, and Bernoulli trials. Random variables and expectations: the mean, variance, covariance, coefficient of correlation, the laws of averages and large numbers. Descriptive statistics. Introduction to statistical decision theory.

21. *Vector Geometry and Linear Algebra.* Every semester. Messrs. Christie and Grobe.

Vectors and matrices applied to topics in linear mathematics.

Prerequisite: A year of college mathematics or its equivalent.

22. *Calculus of Vector Functions.* Every spring. Mr. Christie.

The differential and integral calculus of more than one variable. Vector fields; gradient, curl, and divergence; theorems of Green, Gauss, and Stokes. Applications.

Prerequisite: *Mathematics* 13, or 21 plus the equivalent of 12.

23. *Elementary Topics in Algebra.* Fall 1973. Mr. Chittim.

Real and complex numbers, determinants and matrices, theory of equations, divisors and prime numbers, congruences, quadratic residues, continued fractions.

Prerequisite: Two semesters of college mathematics or consent of the instructor.

25. *Number Theory.* Fall 1972. Mrs. Grobe.

A study of number theory along traditional lines. Divisors, prime numbers, and the problem of unique factorization into primes. The law of quadratic reciprocity. Topics from the following: distribution of prime numbers, finite fields, integer solutions to algebraic equations, the rational approximation of real numbers, continued fractions, diophantine geometry, and analytic number theory.

26. *Numerical Analysis.* Spring 1973. Mr. Curtis.

Basic and Fortran programming, solutions of systems of linear and nonlinear simultaneous equations, polynomial approximation, numerical differentiation and integration, solutions of systems of first-order differential equations. The PDP-10 time-sharing system will be used extensively throughout the course.

Prerequisite: *Mathematics* 13 or 21 or 23 or consent of the instructor.

30. *Linear Models.* Spring 1973. Mr. Brooks.

Techniques for solving maximization and minimization problems including linear programming and its applications to resource allocation problems, transportation problems, and the solution of 2-person zero-sum games.

Prerequisite: *Mathematics* 10 or 13 or 21 or consent of the instructor.

31. *Applied Analysis.* Every fall. Messrs. Chittim or Grobe.

The material for this course is selected from the following list of topics: the Taylor expansion, uniform convergence, Fourier series, the Laplace transform, general methods in ordinary linear differential equations, boundary value problems including the Sturm-Liouville equation and an introduction to partial differentiation equations

Prerequisite: *Mathematics* 13 or 22.

32. *Advanced Calculus.* Every spring. Mr. Johnson.

An introduction to the theory of functions of one real variable. Topics include definition, completeness, and topological properties of the real numbers, sequences and series of both numbers and functions, continuity, uniform continuity, differentiability, the Riemann integral, the Riemann-Stieltjes integral, and properties of some transcendental functions.

Prerequisite: *Mathematics* 39 or consent of the instructor.

33. *Foundations of Geometry.* Spring 1974.

Euclidean and non-Euclidean geometries will be treated in the framework of Klein's Erlangen program. Topics will be drawn from transformation groups and invariants, coordinatization and models, one- and two-dimensional projective geometry and subgeometries such as affine, Euclidean metric, hyperbolic, and elliptic.

Prerequisites: *Mathematics* 13, or 21 and 22, or 21 and consent of the instructor.

34. *Complex Variable.* Every spring. Messrs. Chittim or Grobe.

Analytic functions of a complex variable, differentiation and integration in the complex plane, theory of residues, conformal mapping.

Prerequisite: *Mathematics* 31 or 32 (may be taken concurrently), or *Mathematics* 13 or 22 and consent of the instructor.

35. *Introduction to Algebraic Structures.* Every fall. Mr. Johnson.

Algebraic properties of number systems. Groups, rings, fields, vector spaces, and their homomorphisms.

Prerequisite: *Mathematics* 21.

36. *Set Theory.* Spring 1973. Mrs. Grobe.

The set-theoretical foundations of mathematics, including equivalence and order relations, ordinal and cardinal numbers, and the axiom of choice. Although there are no formal prerequisites, the student is expected to have completed at least two years of mathematics.

37. *Probability and Statistics.* Fall 1972. Mr. Brooks.

Discrete and continuous probability with applications to standard topics in mathematical statistics: point and interval estimation, hypothesis testing, regression, and analysis of variance.

Prerequisite: *Mathematics* 12. Beginning in fall 1972 *Mathematics* 14 will also be required.

38. *Topics in Probability and Statistics.* Spring 1973. Mr. Silver.

One or more specialized topics from probability and statistics. Topics from probability include stochastic processes and measure-theoretic aspects of probability. Topics in statistics could include statistical decision theory, sampling theory, and experimental design. Topics in applied probability theory that might be covered include queuing and inventory theory, reliability mathematics, and Monte Carlo techniques. The topics for spring 1973 will depend on the amount of material covered in *Mathematics* 37 and the interests and preparation of the student.

Prerequisite will depend upon the topic but will normally be *Mathematics* 37.

39. *Introduction to Topology.* Every fall. Mr. Christie.

Fundamental concepts of general topology: topological spaces, continuity, separation and countability axioms, connectedness, and compactness. The geometric emphasis is made more explicit, as time permits, by a consideration of mappings, fixed points, vector fields, networks and polyhedra, curves and surfaces.

Prerequisite: *Mathematics* 13 or 22.

40. *Topics in Topology.* Spring 1973.

One or two directions in topology are pursued with a fair degree of thoroughness, e.g., homology theory, homotopy theory, graph theory, knot theory, differential topology, additional general topology, or applications of topology.

Prerequisite: *Mathematics* 39 or consent of the instructor.

42. *Advanced Topics in Algebra.* Every spring. Messrs. Johnson or Ward.

Selection made from the following topics: rings, ring homomorphisms, ideals, polynomial rings, fields of quotients, fields, field extensions, Galois theory. Rings with minimum condition, noetherian and local rings, homology theory. Non-

commutative rings. Finite and infinite abelian groups, torsion, the ring of endomorphisms of a module.

Prerequisite: *Mathematics* 35.

44. *Advanced Topics in Geometry.* Fall 1972. Mr. Silver.

Content of the course varies, so as to provide the student with advanced geometrical experience from the areas of algebraic geometry, classical differential geometry, or projective and metric geometry.

Prerequisites: *Mathematics* 13, 22; or consent of the instructor.

45. *Advanced Topics in Analysis.* Fall 1973.

Topics include Lebesgue measure and integration and a brief introduction to Banach and Hilbert spaces.

Prerequisite: *Mathematics* 32.

200. *Independent Study.* The Department.

1972 Summer Institute For Secondary School Teachers of Mathematics

Professor Chittim, *Director;* Professor Albert W. Tucker (Princeton) ; Associate Professors Kenneth F. Ireland (New Brunswick) ; Richard W. Sampson (Bates) ; Assistant Professor Silver

Course I. *Geometric Concepts and Imagination.* Messrs. Tucker and Sampson.

Evolution of geometric concepts from Euclid to Einstein —with emphasis on pictures, maps, and models; perspective in art and geometry; conic sections from Apollonius to Kepler and Pascal; celestial and terrestrial maps; reflections in lines and circles; Euclidean and non-Euclidean congruence geometries; space-time and curvature; topology of networks, surfaces, and continuous mappings.

Course II. *Advanced Mathematics for Use in Secondary Schools.* Messrs. Ireland and Silver.

A survey of various aspects of mathematics, conducted in the spirit of the history of mathematical ideas. Topics selected from linear algebra, group theory, topology, geometry, real analysis, theory of numbers, and probability theory.

The Experimental Course.

Given by the participants for a group of somewhat above-average high school students. Furnishes motivation for Course II by showing the connection between it and mate-

rial suitable for presentation at the secondary level. Each participant will assist in administration, organization, text-writing, or presentation of one course unit. There are twelve such course units.

1973 Summer Institute (Proposed)
For Secondary School Teachers of Mathematics

Course I. *Theory of Numbers.*

Composite and prime numbers; the division algorithm, Diophantine equations, linear and polynomial congruences, quadratic residues, and continued fractions.

Course II. *Mathematical Logic.*

Logic as a formal system: symbols, definitions, postulates, formation and transformation rules, bound and free variables, formal deduction; quantification and the propositional calculus; models; proof and validity; completeness and consistency; Godel's Theorem.

Experimental Course. *Boolean Algebra*

This course will be given by the participants for a group of above-average high school students and will furnish motivation for the study of Course II. Students will be taught the use of truth tables, the logical connectives, the axioms of Boolean Algebra, applications of the algebra to switching circuits.

The Summer Institutes for Secondary School Teachers of Mathematics are part of a program of *sequential* institutes. Participants are secondary school teachers who have done work of superior quality as undergraduate majors in mathematics at accredited institutions and who are ready to undertake graduate studies. Successful completion of work in four Bowdoin Summer Institutes leads to the award of the degree of master of arts.

1972-1973 Academic Year Institute
For Secondary School Teachers of Mathematics
Associate Professor Grobe, *Director*

The institute is designed for ten high school mathematics teachers of exceptional ability. The members of the institute pursue the study of mathematics at the graduate level.

The 1972-1973 Academic Year Institute is related to the 1972 Summer Institute in such a way as to provide a program of graduate study running through a twelve-month year. Each graduate

student submits for the approval of the department a program of ten courses. Of these, two are the offerings of the 1972 Summer Institute, six are chosen from advanced upper-class courses, and two are graduate seminars especially arranged for the members of the Academic Year Institute. Successful completion of the program with a level of performance appropriate to work at the graduate level leads to the award of the degree of master of arts.

Music

Professor Beckwith, *Chairman;* Associate Professor Schwartz; Assistant Professors Brown and Caldwell

Requirements for the Major in Music: The required courses are *Music* 11, 12; 21-22; 31-32; and three semester courses chosen with the approval of the department, except that *Music* 1 does not satisfy this requirement and either *Music* 2 or 5 but not both may count. Students planning to continue the study of music in graduate school should complete the theory sequence through *Music* 14 and demonstrate facility at the keyboard. Any student planning to major in music should take *Music* 11, 12 by the sophomore year if possible.

The departmental offerings and the requirements for the major in music are so designed that a very broad course of study is possible, well within the liberal arts tradition. It is also possible to follow more specialized programs, with emphasis on theory, history or applied music, if further professional study is contemplated.

All students majoring in music are expected to participate in at least one performing ensemble which rehearses weekly.

1. *Introduction to Music.* Every fall. Mr. Caldwell.

   For students with little or no previous training in music. Ability to read music or play an instrument is not necessary. The essentials of music—sound and time—are studied as they have been used in different periods and in the context of musical forms. Listening materials are drawn from a variety of sources: early Western music, Western music from the baroque through romantic eras, twentieth-century music, and music of non-Western cultures.

2. *Contemporary Music.* Every spring. Mr. Schwartz.

   Beginning with the major composers of the turn of the century, such as Debussy, Mahler, and Ives, the course ex-

amines the important trends before 1950 (impressionism, neoclassicism, and the twelve-tone technique) and more recent developments in electronic, serial, indeterminate, and "theater" music. Ability to read music is not required, and much of the course is devoted to aesthetic and stylistic problems and their relation to more traditional practices.

3, 4. *The History of Black Music.* 1972-1973. MR. BROWN.

Beginning with the music of West Africa, the development of black music from colonial times to the present. All phases of black music are considered briefly through lectures, listening, and selected readings.

5. *Electronic Music.* Every fall. MR. SCHWARTZ.

A study of compositional procedures using electronic means. Some consideration will be given to current as well as classical styles and concepts. Students will work in the electronic music studio and create their own works.

11, 12. *Elementary Materials of Music.* Every year. MR. BECKWITH.

Elementary harmony, counterpoint, ear training, and analysis, primarily of eighteenth- and early nineteenth-century music. Some composition in free style, as well as an elementary study of different approaches to the organization of sound and time from about 1600 to the present. There are three class hours plus two laboratory hours weekly.

13, 14. *Advanced Materials of Music.* Every year. MR. BECKWITH.

A continuation of *Music* 11, 12 with the addition of strict composition. There are three class hours plus two laboratory hours weekly.

Prerequisite: *Music* 11, 12 or equivalent.

*21-22. *Music History and Literature.* 1973-1974. MR. CALDWELL.

Intended primarily for majors in music, but open to other qualified students. The ability to read music is required.

Prerequisite: *Music* 11, 12 (previous or concurrent), or equivalent.

24. *Orchestration.* Spring 1973. MR. SCHWARTZ.

Transcription, arrangement, and free composition for ensembles of stringed, woodwind, and brass instruments, voice(s) and piano, the primary aim being that of effective instrumentation. Intensive study of orchestral and chamber scores, drawn from the music literature.

Prerequisite: *Music* 11, 12 or equivalent.

26. *Composition.* Spring 1974. Mr. Schwartz.

Free composition for the ensemble combinations cited previously in *Music* 24, with the emphasis upon creative work in the more traditional forms (rondo, variation, sonata-allegro) and a variety of experimental techniques.

Prerequisite: *Music* 11, 12 or equivalent.

*31-32. *Form and Analysis.* 1972-1973. Mr. Caldwell.

A year course in the study of form and composition technique, intended primarily for majors in music.

Prerequisite: *Music* 21-22 or consent of the instructor.

*51-52. *Applied Music.* Every year.

A study of the technique and literature for a chosen instrument. One hour of private instruction a week (fifteen hours a semester) and weekly ensemble classes. The student is expected to spend at least one hour a day working on his chosen instrument, apart from additional research and ensemble classes. The student will be expected to perform publicly or before the department each semester.

The course is intended to permit a student to continue study on an instrument in which he has already demonstrated proficiency. Only four semester course credits in *Applied Music,* however, may count toward the degree.

Instruction will be available for most orchestral instruments, guitar, piano, organ, and voice. Fee: $90 each semester.

Prerequisite: Consent of the department.

Instructors: Charles Anderson (trombone), Anthony Boffa (guitar), Eloise Caldwell (voice), William Eves (piano), Katherine Graffam (cello), Bradford M. Harnois (guitar), James S. Hartsoe (keyboard, cello), Alison Johnson (violin), Stephen Kecskemethy (violin), Marion McVea (piano), Roger Nye (voice), Burchard Tainter (clarinet), Joan B. Taylor (bassoon), Calvin Torrey (trumpet). Others as needed.

53, 54. *Continuation of Course 51-52.* Every year.

55, 56. *Contemporary Improvisation Ensemble.* Fall 1972. Mr. Schwartz. Spring 1973. Mr. Brown.

The problem of improvisation in contemporary music with some emphasis on jazz and experimental techniques, with heavy emphasis on applied improvisation. Enrollment to some extent is limited to students who play instruments.

Prerequisite: Consent of the instructor.

200. *Independent Study.* THE DEPARTMENT.

1972 Summer School of Music

PROFESSOR BECKWITH, *Director;* LEWIS KAPLAN, *Music Director* (violin and viola); JERRY GROSSMAN (cello); ERIC GRAF (flute); RICHARD WASLEY (clarinet); MARTIN CANIN AND WALTER PONCE (piano)

The curriculum is designed to develop the musicianship, technique, and sense of style of young preprofessional instrumentalists. The program consists of an individually designed schedule of private instruction, chamber ensemble coaching and rehearsals, master classes, and performances at the student recitals.

Instrumental students devote proportionally more time to their individual studies, while chamber music students devote proportionally more of their time to ensemble work and do not receive as much private instruction.

Upon request, credit, equivalent to one semester course, is granted.

1973 Summer School of Music (Proposed)

See announcement for 1972 Summer School of Music.

Philosophy

PROFESSOR MCGEE, *Chairman;* PROFESSOR POLS; VISITING PROFESSOR CASTELL; AND ASSISTANT PROFESSOR SHERMAN

REQUIREMENTS FOR THE MAJOR IN PHILOSOPHY: The major consists of six courses approved by the department. The six must include 11, 12; at least one from the group 21, 23, 24; and 31. *Philosophy* 1 may not be counted for the major.

1. *Introductory Seminars.*

   Open primarily to freshmen, this course is in three seminar sections, each devoted to a separate topic. Enrollment limited to fifteen a section. Upperclassmen are admitted with the consent of the instructor, but freshmen are given priority for the available places. Topics are changed from time to time but are restricted in scope and make no pretense at being an introduction to the whole field of philosophy. They are in all cases topics in which contemporary debate is lively

and as yet unsettled and to which contributions are being made by more than one field of learning. (Although the course may be taken more than once with a changed topic, in the spring priority is given to freshmen who did not take the course in the fall.)

a. *Rationalism and Romanticism.* Fall 1972. Ms. Sherman.

An examination of two views which are often held to be opposed. The first is that man's highest achievement and greatest freedom lies in learning to discipline and order his thought about himself and the world so that it reveals a universal, nonpersonal pattern. The second is that man should strive for maximum self-expression, the exploitation of his individuality, and the articulation of a unique, purely personal response to the world. Both historical and contemporary expressions of these views are discussed.

b. *What Is Humanism?* Fall 1972. Mr. McGee.

Discussion of a view of the nature of human being and of the human situation that is under attack in the current social revolution. Texts chosen from the following: Aeschylus, *Prometheus Bound, Oresteia;* Sophocles, *Antigone;* Aristophanes, *Lysistrata;* Plato, "Death of Socrates," *Republic;* Aristotle, *Ethics, Politics;* Cicero, *On Duties;* Castiglione, *The Courtier;* Swift, *Gulliver's Travels;* Johnson, *Rasselas;* Kolakowski, *Towards a Marxist Humanism; Action Program of the Communist Party of Czechoslovakia,* April 1968.

c. *Mind and Body.* Spring 1974. Mr. Pols.

An examination of the contemporary controversy about the nature of the mind. Materialistic, behavioristic, and other "reductionistic" claims that intelligence can be understood in terms of neural physiology and "intelligent" machines (computers and similar automatons) are contrasted with claims that consciousness plays an indispensable role in human intelligence and cannot be exhaustively understood in terms of the machine image. Scientific and philosophical arguments on both sides of the question are examined, and the relevance of the controversy to the current cultural crisis is brought out.

2. *Man and Nature.* Spring 1973. Mr. Castell.

It is said that man is a part of nature, but the significance and the soundness of the claim will depend on what is meant by the terms *man* and *nature.* The course proposes four con-

cepts as pivotal: (1) responsible learning; (2) activity; (3) the agent (to whom activity is ascribed); (4) reasonable explanation (especially of human acts). Two competing modern alternatives are discussed: on the one side, B. F. Skinner, Hilary Putnam, J. J. C. Smart, etc.; on the other, C. S. Lewis, C. A. Campbell, C. J. Ducasse, A. Maslow, etc.

3. *Logic and Formal Systems.* Fall 1973 and fall 1975. Ms. SHERMAN.

Treatment of the principles of valid inference. After a consideration of the traditional approach, including the syllogism, modern techniques for representing arguments and logical truths are presented. A survey of the structure of deductive systems and their use in science is then made.

4. *Logic and the Limits of Language.* Spring 1973 and spring 1974. MR. MCGEE.

Recognition of principles implicit in ordinary English is achieved through individual practice in searching for meanings and estimating evidence, in distinguishing demonstration from mere assertion and plausible persuasion, in constructing valid arguments and trying to follow the ways of paradox, in testing differences between expressions of experience and claims to knowledge. This practice goes beyond the performance of exercises set for the course to a kind of field-work in ordinary language, each student analyzing and evaluating examples of discourse he has collected from a variety of outside sources.

5. *Introduction to Twentieth-Century Existentialism.* Spring 1974 and spring 1976. MS. SHERMAN.

Designed for those who have no previous background in philosophy but who want to understand the ethical and metaphysical themes that underlie existentialist literature, psychology, and political thought. Concentration will be on Heidegger, Sartre, and Camus. The central theme is the role of the concept of nothingness in these writers and the way it affects such notions as self, anxiety, absurdity and death, and authenticity. If time permits, attention is given to some other writers, such as Unamuno, Jaspers, Ortega y Gasset, Merleau-Ponty, Gabriel Marcel, and Iris Murdoch.

6. *Literature as Philosophy.* Spring 1973 and spring 1975. MR. MCGEE.

After a presentation of the explicitly philosophical back-

ground of the literary works to be studied, the philosophic life-attitudes expressed in them are examined to determine their adequacy as philosophy and their relevance to conduct. Maximum student participation is sought, and during much of the course seminar techniques are employed. The literature varies from time to time but always includes one major contemporary work and one major older work. In 1973 some of the following authors will be studied: LeRoi Jones, James Baldwin, Beckett, Camus, Gide, Kafka, Pirandello, James, Mann, Woolf, Dostoevski, Lucretius, Dante, and Goethe.

7. *Philosophy of Law.* Fall 1972. Mr. Castell.

The course invites reflection on legislation as a way of regulating human behavior and providing definition for major institutions. Where the use of law is widespread one can speak of the legislative way of life. Some of the questions one can ask about it lead into jurisprudence, some into metajurisprudence. Alienations and disenchantment can attack the legislative way of life. Why is this? Can argument and reflection launch a counterattack? We are increasingly committed to science and to legislation in the regulation of human affairs. What presuppositions and intended outcomes mark these disparate commitments?

8. *Philosophy of History.* Spring 1973. Mr. Castell.

The course deals with two kinds of questions, which are usually raised by different groups of thinkers. (1) Can we propose an overall interpretation of the human past? Does history in *that* sense, exhibit any structural features? (Hegel, Marx, Spengler, Toynbee, and others.) (2) What principles and what presuppositions are operative in the historian's thinking? Does historical thinking resemble, or differ from, scientific thinking? (Croce, Dilthey, Collingwood, Dray, and others.) In the one case interest is projected out over the human past; in the other, it centers in the character of the thinking that aims to make the past intelligible.

9. *Philosophy of Art.* Fall 1973. Mr. Pols.

Representative theories of art discussed and used as the basis for the development of a general theory that takes account of the expressive, cognitive, and productive (or creative) elements in art. This theory is then applied in detail to painting, poetry, and music; in this part of the course

there will be be considerable study of actual works of art. The course ends with a consideration of the present revolutionary situation in the arts and in philosophy of art. Readings in classical and contemporary theories of art.

11. *Major Philosophers of the West: Beginnings to Christianity.* Every fall. Fall 1972 and fall 1973. Mr. McGee.

The sources and prototypes of Western thought. Concentration on Plato and Aristotle, but some attention is given to the pre-Socratic philosophers who influenced them and to the Stoics and Epicureans. Medieval philosophy is more briefly considered, to show the interaction of Christianity and Greek thought.

12. *Major Philosophers of the West: Renaissance to Idealism.* Every spring. Spring 1973 and spring 1974. Ms. Sherman.

Some attention given to the philosophic grounds of the scientific revolution and to the intellectual and moral response the new scientific view of the world evoked from the philosophers. Reading in five or six of the following: Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.

Prerequisite: *Philosophy* 11.

21. *Morality and the Individual.* Fall 1972 and fall 1974. Ms. Sherman.

Various types of answers to the questions "What is right for me to do?", "What ought to be done?", and "What is the good for man?" are traced to their philosophic bases in historical and contemporary sources. The justification these bases provide is critically discussed and some possible meanings of statements used to answer questions in morals are made explicit and compared.

Prerequisite: *Philosophy* 11, 12.

[23. *Theory of Knowledge.*]

24. *Metaphysics.* Spring 1974 and spring 1976. Mr. Pols.

A study of the claim that man can achieve knowledge of ultimate reality and found his own self-knowledge upon it; of the counterclaim that knowledge is restricted by its nature to science and to the commonsense world; and of contemporary attempts, by a radical reexamination of the nature of man's reason, to reassert wider claims for it. The significance of this whole dispute for our conception of human nature is central to the course. Substantive metaphysical issues with

an important bearing on the problem of human nature, such as time, free will, and mechanistic *vs.* teleological explanation, accordingly receive especial attention. The reading is largely contemporary.

Prerequisite: *Philosophy* 11, 12.

31. *Advanced Seminars in Philosophy.* Every semester.

A study of some one major philosopher, or of two related philosophers, or of some important philosophical problem or movement. This course can be repeated with credit.

Fall 1972. *William James and American Philosophy.* Mr. Castell.

Between the Civil War and World War I philosophy in America centered largely, and ultimately, in philosophy of religion. This provided a context for the development of James's pragmatism, Royce's idealism, and (negatively) Santayana's naturalism. The course will consider philosophical ideas set forth by William James and his American contemporaries with reference to this center of concern.

Prerequisite: *Philosophy* 11, 12 or consent of the instructor.

Spring 1973. *The Emotions: Analytic and Phenomenological Approaches.* Ms. Sherman.

Prerequisite: *Philosophy* 11, 12.

200. *Independent Study.* The Department.

Physics and Astronomy

Associate Professor Hughes, *Chairman;* Professor LaCasce; Associate Professor Turner; Assistant Professor Bohan; Lecturer and Research Associate Mr. Wing

Requirements for the Major in Physics: The student who majors in physics should plan his total program carefully. A major student who intends to do graduate work in physics or engineering should take *Physics* 31, *Physics* 32, and at least one more course at the upper level. In addition to the required courses, he should consider *Mathematics* 34 and another semester of chemistry. A major student whose interest is in an interdisciplinary area will also need to plan his program carefully. A program in biophysics should include courses in organic chemistry and biology; geophysics and oceanography should include courses in physical

chemistry and astronomy. The major student interested in a career in secondary school teaching should seek a broad base in science courses as well as the courses necessary for his teacher's certificate. For a career in industrial management, some courses in economics and government should be included.

In any case, six semester courses above the level of *Physics-Chemistry* 17, 18 are required. Students interested in an interdisciplinary area may, with permission, substitute courses in other departments.

1. *Planetary Astronomy.* Fall 1973. Mr. Hughes.

   A qualitative, nonmathematical discussion of the physics and astronomy of the solar system. Topics discussed include mechanisms of formation of the solar system; the age of the system; the nature and origin of the moon; the properties of the planets and the earth as a planet, with an emphasis on meteorology.

2. *Stars and Stellar Systems.* Spring 1974. Mr. Hughes.

   A qualitative, nonmathematical discussion of the nature of stars and galaxies. Topics discussed include stellar structure and stellar evolution, the properties of galaxies, the expansion of the universe, the nature of quasi-stellar objects, and the principal cosmological theories.

3. *Physics of the Twentieth Century.*

   A presentation of the experimental and theoretical developments that have occurred in physics during the last eighty years and a discussion of how these developments have affected society and other areas of knowledge.

11. *General Physics.* Fall 1972. Mr. LaCasce.

    Aims at an appreciation of the basic physical nature of the universe. The concepts of space, time, and energy as viewed by Newton and Einstein are examined and related to the motion of particles.

    Prerequisite: Concurrent registration or previous credit in *Mathematics* 11.

12. *Fields and Quantum Phenomena.* Spring 1973. Mr. LaCasce.

    The nature of fields is illustrated by the theory of electricity and magnetism. The study of particles includes the quantization of radiation and the search for the ultimate constituents of matter.

Prerequisite: *Physics* 11 or its equivalent.

Physics 11, 12 are not open to seniors and students with credit in *Physics-Chemistry* 17, 18.

17. *Physics. The Properties of Matter* I. Every fall. Messrs. Butcher (Chemistry), Hughes (Physics), and Wing (Physics).

A discussion of the fundamental laws governing the behavior of matter, including electricity, thermodynamics, and chemical kinetics. This course, together with *Chemistry* 18, constitutes the introductory program for students planning advanced work in science.

Prerequisite: Concurrent registration or previous credit in *Mathematics* 11. Not open to those with credit for *Physics* 11, 12 or *Chemistry* 11.

18. *Chemistry. The Properties of Matter* II. Every spring. Messrs. Butcher (Chemistry), Hughes (Physics), and Wing (Physics).

Continuation of *Physics* 17.

Prerequisites: *Physics* 17 and concurrent registration or previous credit in *Mathematics* 12. Not open to those with credit for *Physics* 11, 12 or *Chemistry* 11.

21. *Theoretical Physics.* Every fall. Mr. LaCasce.

To provide a framework for interpreting and unifying the present experimental knowledge in physics, selected areas from five great theories in physics, classical mechanics, relativity, electricity, quantum mechanics and statistical mechanics are examined. The language of the calculus is used to formulate the physical models and concepts.

Prerequisites: *Physics-Chemistry* 17, 18 or *Physics* 11, 12 and previous credit or concurrent registration in *Mathematics* 13.

22. *Continuation of Course 21.* Spring 1973. Mr. Turner.

Prerequisite: *Physics* 21.

23. *Electronic Circuits.* Every fall. Mr. Turner.

Linear network theory, including the analysis of DC and AC circuits, both passive and active, and the principles of feedback. Laboratory work stresses the fundamentals of electronic instrumentation and measurements. Additional topics selected from the following: behavior of electron tube and semiconductor devices, transients in linear circuits, diode

circuits, and rectifiers, Fourier series, modulation and demodulation, pulse and digital circuits, energy conversion.

Prerequisites: *Physics* 11, 12 or *Physics-Chemistry* 17, 18; and *Mathematics* 12.

24. *Solid State Electronics.* Every spring. Mr. Turner.

Quantum theory and statistical mechanics are used to explain the transport properties of solids and junctions between solids, leading to a deeper understanding of the behavior of transistors and integrated circuits. General principles of transistor amplifier circuits and linear integrated circuits are presented and the student is introduced to binary and logic circuits, including digital integrated circuits and modern computer circuitry. Laboratory exercises with linear amplifiers and digital circuits.

Prerequisite: *Physics* 23.

25. *Topics in Physics.*

Investigation into an area of interdisciplinary work.

Fall 1972, *Acoustics and Environmental Noise.* Mr. Turner.

A discussion of basic acoustics and the problems of noise measurement and noise pollution.

Prerequisites: *Physics* 11, 12 or *Physics-Chemistry* 17, 18; and *Mathematics* 12.

26. *Biophysics.* Fall 1972. Mr. Hughes.

An introduction with particular attention to the effects of ionizing radiation on cells and tissues, the application of X-ray diffraction methods to biological problems, and other modern topics. Some attention is given to historical aspects of the subject and to the development of devices such as the electron microscope.

Prerequisite: *Physics* 11, 12 or *Physics-Chemistry* 17, 18.

[27. *Optical Measurement Techniques.*]

31. *Atomic Physics.*

Relativity and the quantum theory with applications to atomic and nuclear systems and to elementary particles. There is a laboratory of selected modern physics experiments associated with the course.

Prerequisites: *Mathematics* 13 and either *Physics* 21 or 23 or consent of the instructor.

32. *Electromagnetic Theory.* Every spring. Mr. LaCasce.
First the Maxwell relations are presented as a natural extension of basic experimental laws, then emphasis is given to the radiation and transmission of electromagnetic waves.
Prerequisites: (1972) *Mathematics* 13 or equivalent and a previous course in college physics. (1973) *Mathematics* 13 and either *Physics* 21 or 23.

[34. *Optics.*]

35. *Solid State Physics.*
Crystal structure and symmetry, magnetic resonance phenomena, and transport properties in solids.
Prerequisite: *Physics* 22 and 31 or consent of the instructor.

37. *Advanced Mechanics.*
Further development of Lagrange's techniques, the introduction of Hamilton's equations, and normal coordinates. Applications to many particle vibratory systems and to other selected topics.
Prerequisite: *Physics* 21 or 22.

200. *Independent Study.* The Department.
If the investigations concern the teaching of physics, this course satisfies certain of the requirements for the Maine State Teacher's Certificate.

Psychology

Professor Fuchs, *Chairman;* Assistant Professors Chapko and Small; and Mr. Peskay

Requirements for the Major in Psychology: The major comprises *Psychology* 1, 6, 11, 13, 14, and two additional courses chosen from the remaining offerings.
Students who are interested in teaching as a career should consult with the department for an appropriate combination of courses related to their teaching interest.

1. *General Psychology.* Every semester. The Department.
The basic psychological principles, concepts, and theories. The methods of investigation in psychology. Lectures and laboratory work each week.

3. *Psychology of Personality.* Every fall. Mr. Peskay.
Psychoanalytic and learning theories of normal and abnormal personality considered in relation to empirical evidence. Topics include identification, self-concepts, defense mechanisms, manifest anxiety, achievement motivation, and authoritarian personality.
Prerequisite: *Psychology* 1.

4. *Abnormal Psychology.* Every spring. Mr. Peskay.
The nature, causes, treatment, and prevention of patterns of emotional disturbances and personality disorganization.
Prerequisite: *Psychology* 3 or consent of the instructor.

6. *Social Psychology.* Every spring. Mr. Chapko.
Social influences on the development and modification of individual behavior. Topics include affiliation, person perception, aggression, small groups, conformity, attitudes, and altruism. The first half of the course will be a survey of social psychology. In the second half, students will pursue a topic of personal interest.
Prerequisite: *Psychology* 1.

11. *Measurement and Statistical Method in Psychology.* Every fall. Mr. Chapko.
An introduction to psychological measurement and applications of statistics to research in psychology. Required of majors no later than the junior year.
Prerequisite: *Psychology* 1 or consent of the instructor.

13. *Experimental Psychology: Perception.* Every fall. Mrs. Small.
Laboratory investigation and analysis of sensory and perceptual processes in human behavior.
Prerequisite: *Psychology* 1 or consent of the instructor.

14. *Experimental Psychology: Learning.* Every spring. Mr. Fuchs.
A systematic understanding and analysis of research methodology investigations of learning and memory. Laboratory work, including the planning and execution of an original experiment of the student's choice.
Prerequisite: *Psychology* 13 or consent of the instructor.

15. *Psychological Assessment.* Every fall. Mr. Peskay.
Presentation of theory and practice in the clinical appli-

cation of techniques of assessment. Administration, scoring, and interpretation are the focus of the lecture-laboratory experience.

Prerequisite: *Psychology* 1, 11 or consent of the instructor.

17. *Developmental Psychology.* Every fall. Mrs. Small.

Topics include the development of various capacities in children—such as motor, perceptual, language, and cognitive—and the development of personality and socialization. Where appropriate, such theoretical traditions as American S-R, psychoanalytic, and the epistomological approach of Piaget are contrasted.

Prerequisite: *Psychology* 1 or consent of the instructor.

[21. *Psychology of Motivation.*]

22. *Theories of Learning.* Spring 1974.

Major contemporary theories of the learning process and their relation to individual differences in learning and maturation. The implications of the theories for educational technology are discussed.

Prerequisite: *Psychology* 1.

23. *Systematic Psychology.* Spring 1973. Mr. Fuchs.

The historical and theoretical backgrounds of modern psychology, especially the chief systems of psychology, including behaviorism, Gestalt theory, and psychoanalysis.

Prerequisite: *Psychology* 1 or consent of the instructor.

24. *Contemporary Theory in Psychology.* Every spring. Mr. Chapko.

A seminar in the analysis of problems and a review of current theory in contemporary psychology. During the spring of 1973 there will be a careful examination of several areas in social psychology which are of interest to members of the seminar.

Prerequisite: *Psychology* 6.

26. *Problems in Psychology: Clinical Psychology.* Every spring. Mr. Peskay.

A general survey of theoretical, research, and professional aspects of the practice of therapy and counseling in psychology with emphasis on current social-professional issues.

Prerequisite: *Psychology* 3 or consent of the instructor.

200. *Independent Study.* The Department.

Religion

Professor Geoghegan, *Chairman*, and Assistant Professors Long and McDermott

Requirements for the Major in Religion: The major in religion consists of any eight courses in religion approved by the department. The introductory courses, *Religion* 11 and 12, normally should be taken not later than the sophomore year.

11. *History of Religions* I. Every fall. Mr. Geoghegan.

A survey of modes of inquiry in religion and a comparative and historical study of the major living religions of Far Eastern origin: Taoism, Confucianism, Hinduism, and Buddhism. Consideration given to some primitive and smaller religions and to a general comparison with Western religion. Lectures, conferences, and readings in basic scriptures and modern interpretations.

12. *History of Religions* II. Every spring. Mr. Geoghegan.

A comparative study and historical survey of major religious traditions of Near Eastern origin: Judaism, Christianity (particularly Catholicism and Protestantism), and Islam. Consideration given to a general comparison with religion of non-Western origin. Lectures, conferences, and readings in classic texts and modern interpretations of the traditions.

15. *History of Religions* V: *Hinduism*. Fall 1973. Mr. McDermott.

The roots of Hinduism in Vedic tradition. The development of classical and contemporary systems of Hindu religion and thought. The relationship between Hindu religious values and the wider range of India's cultural life. Consideration of ritual, practice, sects, and Hindu spiritual paths. Readings, in translation, range from some Vedic hymns to the classical philosopher-theologians (Śankara, Rāmānuja, etc.) and contemporary Hindu writings.

16. *History of Religions* VI: *Buddhism*. Every spring. Mr. McDermott.

Buddhist origins and development in India; the spread of the religion to East and Southeast Asia; and its interaction with indigenous religions. Consideration of "folk Buddhism,"

contemporary manifestations of Buddhism, and of such sects as Zen and Tantrism. Readings largely from the Canon and other sacred texts of Buddhism in translation.

17. *History of Religions* VII: *Religions of China*. Every fall. Mr. McDermott.

Native Chinese traditions: Shamanism, Confucianism, Taoism, "The Hundred Schools," and the cult of ancestors. Neo-Confucianism as a state cult. The Sinification of Buddhism. The contemporary religious situation in the People's Republic. Particular attention to the interaction between the "Great," or philosophical tradition, and folk religion. Readings largely from primary sources in translation, ranging from the Chinese classics to the thoughts of Chairman Mao.

19, 20. *Topics in Religion*. The Department.

The study of a topic in religion of comparatively limited scope, such as one or two individuals of major importance or a community of significance; a movement, type, concept, problem, period, or theme. Topics will be changed from time to time, and the courses may consider contributions from related fields.

Topic courses may be repeated for credit with contents changed.

Prerequisites, if any, are determined by the instructor.

19. *Religion and Contemporary Society*. Fall 1972. Mr. Long.

A study of major issues posed for Western religions by contemporary social forces. The roots of secularization in biblical, Judeo-Christian, and modern thought. Various perspectives for viewing new religious movements and the transformation of traditional religions as provided by such authors as Nietzsche, Freud, Marx, Camus, Hesse, Norman Brown, and Jung. Readings, discussions, and some lectures.

21. *Hebraic and Judaïc Origins*. Every fall. Mr. Long.

Hebrew literature and religion in their historical and cultural context with attention to the community which laid the foundations for Judaism. Lectures, discussions, and readings in the scriptures along with contemporary interpretations.

22. *Christian Origins*. Every spring. Mr. Long.

Christian literature and religion in their historical and

cultural context with attention to the community which gave shape to Christianity. Lectures, discussions, and readings in the New Testament along with contemporary interpretations.

[23. *Biblical Literature* III: *Biblical Theology.*]

24. *Prophetism and Religion.* Spring 1973. MR. LONG.
A study of prophetism as a religious phenomenon with attention to Israelite prophecy. Analysis and discussion of biblical texts and those of other religions along with contemporary interpretations.

[25. *Judaism.*]

31. *Religious Thought* I: *Ancient and Medieval Western Religious Thought.* Fall 1972. MR. GEOGHEGAN.
The philosophy of religion and of theology—especially the central questions of the nature and existence of God, the nature and destiny of man, faith and reason, the problem of evil, etc.—by means of a critical examination of the development of Western religious thought from its beginnings through the Middle Ages, with special attention to a contemporary restatement of the tradition and to the presuppositions, methods, conclusions, and influence of the thought of Augustine and Aquinas. Lectures, conferences, and readings in basic writings and contemporary interpretations.

32. *Religious Thought* II: *Modern and Contemporary Religious Thought.* Spring 1973. MR. GEOGHEGAN.
A study of the philosophy of religion and of theology—especially the central questions of the nature and existence of God, the nature and destiny of man, faith and reason, the problem of evil—by means of a critical examination of the development of Western religious thought from the early modern period to the present, with special attention to representative movements and thinkers, such as Reformation theologians (Luther and Calvin), the criticism of traditional theology (Hume and Kant), the rise of religious existentialism (Kierkegaard), and philosophical theology (Tillich). Lectures, conferences, and readings in basic writings and contemporary interpretations.

34. *Religious Thought* IV: *Methodologies in the Study of Religions.* Every spring. MR. MCDERMOTT.

The various ways of interpreting religion as a phenomenon in human life. An analysis of the historical particularity and the structural universality of religious patterns of meaning. Selected works of such authors as Durkheim, Eliade, Freud, Jung, and van der Leeuw are considered. Illustrative material taken from traditional religions of Africa, the Pacific islands, and the American Indians.

Open to sophomores and upperclassmen, and to freshmen with the consent of the instructor.

200. *Independent Study.* The Department.

Romance Languages

Professor Geary, *Chairman;* Associate Professors Nunn and Thompson; Assistant Professors Brogyanyi and Turner; Visiting Scholar Vastra; and Teaching Fellow Dauban

Requirements for the Major in Romance Languages: The major may consist entirely of either French or Spanish courses, or it may involve a combination of French, Italian, and Spanish courses. Eight courses are required for the major, of which not more than two may be courses of independent study. All courses more advanced than *French* or *Spanish* 4 or *Italian* 3 may be counted toward the major.

Prospective majors are expected to have completed *French* or *Spanish* 9, 10—the usual prerequisite for advanced literature courses—by the end of the sophomore year. Those who plan to attend graduate school or to teach should take *French* or *Spanish* 5, 6. All majors are urged to elect at least one course of independent study. Students who intend to qualify for admission to a junior year abroad program should complete *French* or *Spanish* 5. 6, *French* or *Spanish* 9, 10, or *Italian* 3, 4 by the end of the sophomore year.

French

*1-2. *Elementary French.* Every year. Mr. Geary.

Study of the basic forms, structures, and vocabulary. Students may choose to emphasize listening comprehension and spoken French, in which case there are regular language laboratory assignments, or they may elect to concentrate upon reading, in which case they are expected to do considerable work with programmed texts and readers.

3. *Intermediate French* I. Every fall. Mr. Nunn.

Intensive review of grammar, with increased emphasis on the reading of prose. Three class hours per week and regular language laboratory assignments.

Prerequisite: *French* 2 or appropriate score on a placement test set by the department at the start of the fall semester.

4. *Intermediate French* II. Every spring. Mr. Nunn.

Reading and speaking French, with emphasis on vocabulary building and increased fluency. Three class hours and one hour in small groups with the native teaching fellow, Mr. Dauban.

Prerequisite: *French* 3 or appropriate score on a placement test set by the department at the start of the fall semester.

5. *Third-Year French* I. Every fall. Mr. Vastra.

Reading of selected texts, in particular the plays of Ionesco. Emphasis on close analysis, especially through discussion in French and *explication de texte.* Three class hours per week and one hour with the French teaching fellow, Mr. Dauban.

Prerequisite: *French* 4 or appropriate score on a placement test set by the department at the start of the fall semester.

6. *Third-Year French* II. Every spring. Mr. Geary.

Aims to develop fluency in spoken and written French. Exercises in diction based on the plays of Anouilh. Introduction to stylistics through translation of selected French and English literary texts. Oral presentations with the French teaching fellow, Mr. Dauban.

Prerequisite: *French* 5 or appropriate score on a placement test set by the department at the start of the fall semester.

9. *Introduction to French Literature* I. Every fall. Mr. Nunn.

Close reading of selected poetry, with extensive reading and discussion of outstanding works from the major genres. Beginning with the Renaissance, the following works are studied: poems of the Pléiade, La Fontaine, and the romantic poets; plays by Corneille, Racine, Molière, Beaumarchais, and Musset; and representative fiction of Voltaire, Chateaubriand, Balzac, and Flaubert.

Prerequisite: *French* 4 or appropriate score on a placement test set by the department at the start of the fall semester.

10. *Introduction to French Literature* II. Every spring. Mr. Nunn.

A continuation of *French* 9. The following works are studied: selected poems of Baudelaire and other major poets from the symbolist period to the present; representative fiction of Maupassant, Gide, Camus, and Robbe-Grillet; and plays by Sartre, Beckett, Arabal, and Vian.

Prerequisite: *French* 9 or consent of the department.

11. *French Thought and Culture* I. Every fall. Mr. Brogyanyi.

The evolution of French thought from the medieval period through the Enlightenment, with consideration of the relevant social and cultural contexts. Conducted in French.

Prerequisite: *French* 9, 10 or consent of the instructor.

12. *French Thought and Culture* II. Every spring. Mr. Brogyanyi.

A continuation of *French* 11, with emphasis on the romantic and decadent movements, positivism, Bergsonian philosophy, surrealism, and existentialism. Conducted in French.

Prerequisite: *French* 9, 10 or consent of the instructor.

13. *French Poetry* I. Every fall. Mr. Turner.

Critical study of poetic practice and close analysis of texts from the Middle Ages to the romantic period. Emphasis on the works of Villon, Ronsard, the baroque poets, La Fontaine, and Hugo.

Prerequisite: *French* 9, 10 or consent of the instructor.

14. *French Poetry* II. Every spring. Mr. Turner.

A continuation of *French* 13, from the symbolist movement to the present. Emphasis on the works of Baudelaire, Rimbaud, Apollinaire, Valéry, and Prévert.

Prerequisite: *French* 9, 10 or consent of the instructor.

15. *French Drama* I. Every fall. Mr. Brogyanyi.

Critical study of dramatic theory and practice from the medieval period to the end of the eighteenth century. Medieval farce and religious drama; development of tragedy and comedy. Conducted in French.

Prerequisite: *French* 9, 10 or consent of the instructor.

16. *French Drama* II. Every spring. Mr. Brogyanyi.

A continuation of *French* 15, from romantic to modern drama. Conducted in French.

Prerequisite: *French* 9, 10 or consent of the instructor.

17. *The French Novel* I. Every fall. Mr. Nunn.

The development of the genre during the nineteenth century, with emphasis on the works of Balzac, Stendhal, Flaubert, and Zola. Conducted in French.

Prerequisite: *French* 9, 10 or consent of the instructor.

18. *The French Novel* II. Every spring. Mr. Nunn.

A continuation of *French* 17, from realism to the *nouveau roman*. The principal authors studied are Gide, Proust, Malraux, Sartre, Camus, and Butor. Conducted in French.

Prerequisite: *French* 9, 10 or consent of the instructor.

19. *Seminars on French Literature and Culture.*

Close study of a single author, period, theme, or literary movement. Following introductory lectures, main emphasis is on critical discussion and the preparation of research projects. *The course may be repeated for credit with the contents changed.*

The course is intended primarily for freshmen. Others may take it with the consent of the instructor.

Prerequisite: *French* 4 or appropriate score on a placement test set by the department at the start of the fall semester.

Fall 1972: *Sartre's Theater.* Mr. Geary.

20. *Selected Topics in French Literature and Culture.*

Designed to offer students who have a general knowledge of French literary genres the opportunity to study in greater depth selected topics, authors, and literary movements. Conducted in French. *The course may be repeated for credit with contents changed.*

The course is intended primarily for juniors and seniors. Others may take it with the consent of the instructor.

Prerequisite: *French* 9, 10.

Fall 1972: *The French Experience in North Africa.* Mr. Vastra.

Spring 1973: *Introduction to Linguistics.* Mr. Geary.

Principal emphasis will be placed on modern linguistic theories, mainly in reference to the Romance languages. Relationship of these theories to current teaching practices will be given some attention. The course will be taught in English and will involve, in part, the use of programmed instruction. Students of non-Romance languages may enroll with the consent of the instructor.

Italian

[*1-2. *Elementary Italian.*]

3. *Readings in Italian Literature* I. Every other fall. Fall 1972. Mr. Brogyanyi.

Intensive review of fundamentals, followed by increased emphasis on reading of selected prose and poetry. Three class hours a week.

4. *Readings in Italian Literature* II. Every other spring. Spring 1973. Mr. Brogyanyi.

Reading of selected texts of classic and modern authors, including Dante, Petrarch, Boccaccio, Leopardi, Manzoni, and Pavese. The program of readings is determined by the preparation, needs, and interests of the students. Three class hours a week.

Prerequisite: *Italian* 3 or consent of the instructor.

Spanish

*1-2. *Elementary Spanish.* Every year. Mr. Thompson.

Five class hours a week, three of which are devoted to oral practice, reading, and linguistic analysis. The two remaining periods, devoted to additional oral practice in small groups, are conducted in Spanish by the teaching assistant.

3, 4. *Intermediate Spanish.* Every year. Mr. Turner.

Four class hours a week: in the fall, three hours a week are devoted to a review of fundamentals; in the spring, there is progressively greater emphasis on the intensive study of selected literary texts, extensive reading outside of class, and practice in writing. The fourth class hour is devoted to oral practice in small groups with the teaching assistant.

Prerequisite: *Spanish* 1-2 or appropriate score on a placement test set by the department at the start of the fall semester.

5, 6. *Spoken and Written Spanish.* Every year. Mr. Thompson.

Intended to develop fluency and to increase the range of expression in both speech and writing. Conducted in Spanish.

Prerequisite: *Spanish* 3, 4 or appropriate score on a placement test set by the department at the start of the fall semester.

9, 10. *Readings in Spanish and Hispanic-American Literature.* Every year. Fall 1972. Mr. Turner. Spring 1973. Mr. Thompson.

Intended to acquaint the student with some of the works of the leading authors and to develop an ability to read Spanish accurately and fluently. Some works are explained and discussed in the classroom; others are assigned for outside reading.

Prerequisite: *Spanish* 3, 4 or appropriate score on a placement test set by the department at the start of the fall semester.

11. *Selected Topics in Spanish and Hispanic-American Literature* I.

Designed to provide students who have a general knowledge of Spanish literature the opportunity to study in greater depth selected authors, genres, and literary movements. Conducted in Spanish. *The course may be repeated for credit with contents changed.*

Prerequisite: *Spanish* 9, 10 or consent of the instructor.

Fall 1972: *Modern Spanish Literature.* Mr. Thompson.

Particular emphasis on the generations of 1898 and 1927.

12. *Selected Topics in Spanish and Hispanic American Literature* II.

A continuation of *Spanish* 11.

Spring 1973: *Contemporary Mexican Literature.* Mr. Turner.

200. *Independent Study.* The Department.

Russian

Assistant Professor Rubin, *Chairman*

*1-2. *Elementary Russian.* Every year.

Emphasis on the acquisition of language skills through imitation and repetition of basic language patterns; the development of facility in speaking and understanding simple Russian.

3, 4. *Intermediate Russian.* Every year.

A continuation of *Russian* 1-2. Concentration on maintaining and improving the student's facility in speaking and

understanding normal conversational Russian. Most of this course is conducted in Russian.

Prerequisite: *Russian* 1-2.

5, 6. *Advanced Russian.* Every year.

Intended to develop the ability to read Russian fluently by combining selected readings in Russian literature with a systematic analysis of Russian word-formation. Discussion, written reports, and explanation of texts exclusively in Russian.

Prerequisite: *Russian* 3, 4.

9, 10. *Special Topics in Russian.* Every year.

Intended to enable the student to utilize his knowledge of Russian as a research tool in the investigation of a particular topic. The choice of topics depends on the interests of the students. Reports and discussions exclusively in Russian.

Prerequisite: *Russian* 5, 6.

200. *Independent Study.*

Senior Center Seminars

Senior Center Seminars consist of one or more instructors and approximately fifteen students who usually explore an area outside their major field of interest. Although primarily intended for seniors, underclassmen may enroll in a seminar if they have the consent of the instructor and if the seminar enrollment is not filled by seniors. A fuller description of the seminar portion of the Senior Center program appears on pages 89–90.

Fall 1972

1. *Protest Rhetoric.* Mr. Bennett.
2. *Music in African Life.* Mr. Brown.
3. *Crowd Behavior.* Mr. Chapko.
4. *Drugs.* Mr. Cowing.
5. *Afro-American Religion.* Mr. McDermott.
6. *The Structure of the Oceans.* Mr. J. M. Moulton.
7. *Celestial Mechanics.* Mr. Silver.

8. *Diplomatic History: Evaluation of United States Leadership in Europe.* Margaret Joy Tibbetts, former ambassador to Norway and ranking woman foreign service officer in the United States Department of State.

Spring 1973

20. *Greek Tragedy: Man's Relationship with God.* Mr. Ambrose.

21. *Study of Languages.* Mr. Hodge.

22. *A Study of the Works of Charles Dickens.* Mr. Ikeler.

23. *The Politics of Environmental Change.* Messrs. Morgan and Potholm.

24. *The Influence of Printing in Western Civilization.* Mr. Reed.

25. *The Military Today. Tomorrow?* Majors O'Brien and Spencer.

26. *Creating Textbooks from a New Perspective.* Ms. Vladimiroff.

Sociology

Associate Professor Rossides, *Chairman;* and Mrs. Bhattacharya; and Mr. Novack

Requirements for the Major in Sociology: The major consists of *Sociology* 1, 9, 11, and three more courses selected from among *Sociology* 3, 5, 6, 7, 8, 10, 12, 13, and 14.

1. *Introduction to Sociology.* Every semester. The Department.
   The basic concepts and methods of sociology and their use in the analysis of culture, society, and personality.

[3. *World Population.*]

[5. *Social Control.*]

6. *The Urban Community.* Fall 1972. Mr. Novack.
   The structure and functioning of the urban community in different cultural contexts and at various periods in history. Emphasis on the position of the urban community within the larger society and the social and cultural changes it undergoes within these larger entities.
   Prerequisite: *Sociology* 1.

7. *Criminology.* Spring 1973. Mr. Novack.
A survey of contemporary thought regarding the causes of crime, the treatment of offenders, and the techniques of crime prevention. Field trips to state institutions.
Prerequisite: *Sociology* 1.

8. *Minority Groups.* Fall 1972. Mrs. Bhattacharya.
A descriptive and analytical study of intergroup relations, concentrating on problems of race, discrimination, and prejudice. Although major emphasis is on black Americans, other interracial and intercultural contacts are considered for comparative purposes.
Prerequisite: *Sociology* 1, 10, or *Government* 3.

9. *Social Theory.* Fall 1972 and fall 1973. Mr. Rossides.
A critical consideration of some important theories of the nature of human behavior and society. Though attention is given to historical developments, the course concentrates on the great formative thinkers of "contemporary" sociology (late nineteenth century to the present).
Prerequisite: *Sociology* 1.

[10. *Introduction to Anthropology.*]

11. *Research Methods in Social Behavior.* Spring 1973. Mr. Novack.
The methodological principles and problems in the scientific investigation of human behavior. Topics include: the relationship of theory and method; experimental, laboratory, and survey designs and techniques; data collection and analysis; and interpretation and presentation of results. A survey of research from various fields in the social sciences illustrates the various uses and misuses of social research methods. The purpose of the course is to provide the student with the preparation needed to evaluate and use research results, and to prepare him for independent research activity.
Prerequisite: *Sociology* 1.

12. *Organizational Behavior.* Fall 1972. Mrs. Bhattacharya.
This course deals with basic organizational forms. Its objective is the description and analysis of the social conditions under which organizations are effective or ineffective in solving problems. The analysis sought is one suitable for application to groups of all types and sizes.
Prerequisite: *Sociology* 1.

13. *Social Stratification.* Spring 1973 and spring 1974. MR. ROSSIDES.

The systems of stratification in various types of communities and societies with emphasis on the United States. Major topics: the classic theories of social stratification (e.g., Marx, Weber, Pareto); important empirical analyses; and current research and theory.

Prerequisite: *Sociology* 1.

[14. *Social Psychology.*]

200. *Independent Study.* THE DEPARTMENT.

Speech

MR. BENNETT, *Acting Chairman*

1. *Communication.* Fall 1972.

Through emphasis on performance, the student learns to evaluate and meet the demands of verbal and nonverbal contemporary communication situations. Emphasis on the entire context of the communicative situation, including audience analysis, effective listening, group dynamics, and interpersonal communication.

5. *Persuasive Communication.* Spring 1973.

The theory and methods of influencing human behavior. Emphasis on audience analysis combined with persuasive speaking in a variety of communication situations. Propaganda and brainwashing are examined.

Prerequisite: *Speech* 1 or consent of the instructor.

6. *Topics of Argumentation.* Spring 1973.

The use of logic, evidence, and research in the decision-making process. The objective is to suggest methods of analysis most useful in determining the "best" solution out of multiple alternatives. Activities include readings coordinated with lecture-discussion and controlled student experience. Topics rotate among logic, evidence, and research.

Prerequisite: Any speech course, experience in forensics, or consent of the instructor.

[7. *Oral Interpretation of Literature.*]

200. *Independent Study.*

Reserve Officers' Training Corps

THE Reserve Officers' Training Corps at Bowdoin offers a voluntary curriculum of military science to eligible students. The curriculum consists of theoretical and practical instruction with particular emphasis on leadership and managerial development, which is specifically designed to give the student "on-campus" training and experience in the art of organizing, motivating, and leading others. It includes instruction to develop self-discipline, physical stamina, and bearing—qualities that are an important part of leadership and that contribute to success in any kind of career. Classes are presented by the Military Science Unit and selected members of the faculty. The curriculum, with its flexibility, provides for the military education of the student and accommodates the character and personality of Bowdoin College.

The objective of the curriculum offered is to identify and prepare qualified young men who by their education, training, and inherent qualities are suitable for continued development as Reserve or Regular officers in the Army of the United States.

The Reserve Officers' Training Corps Unit at Bowdoin is an Army General Military Science Unit. The curriculum includes instruction in subjects common to all branches of the Army, and further provides for college-taught subjects to be chosen by the student during all four years. Upon successful completion of the program and graduation from college, a student is eligible for appointment as a second lieutenant in one of the branches of the United States Army. The branch assignment of the student is based on his individual choice, background, aptitude, and the needs of the Army at the time he is commissioned. Selected Advanced-Course students who apply may be offered commissions in the Regular Army.

The Senior Division ROTC Program at Bowdoin is divided essentially into two major phases:

(1) The Basic Course—covering the first two academic years. Enrollment for freshmen and sophomores involves one hour of classroom instruction weekly with a strong emphasis on leadership training. Satisfactory completion of the freshman course is a prerequisite for advancement to the second year of the Basic Course. Previous military training or satisfactory completion of accredited secondary school ROTC is accepted in lieu of first-year work in Military Science. The student must be physically qualified. Basic-Course students are granted a deferment from the Selective Service upon their registration for the course.

(2) Two-Year ROTC Program—replacing the first two academic years. For students who prefer, attendance at a basic six-week summer training period after the sophomore year is acceptable in place of the Basic Course required of students in the traditional Four-Year Program. This summer camp is in addition to the summer camp required of all Advanced-Course students.

(3) The Advanced Course—covering the third and fourth academic years. Successful completion of the Basic Course (or successful completion of the basic summer camp after the sophomore year), application by the student, and selection by the Military Science Unit are prerequisites for enrollment. This course involves two hours of classroom instruction weekly during the junior and senior years. Students receive subsistence of $100 a month while they are enrolled in the Advanced Course, except for the period they are at ROTC summer camp, when a different scale applies.

Between the third and fourth years, students attend a six-week advanced summer camp at an Army installation. During the period at summer camp the students are paid approximately $400, including travel pay at six cents a mile to and from summer camp. Each student receives a total of approximately $2,400 during the two years of the Advanced Course. Advanced-Course students are deferred from military service under the Universal Military Training and Service Act.

Uniforms, textbooks, and necessary supplies are provided at no expense to students enrolled in the Basic and Advanced Courses.

The Army offers a limited number of one-, two-, and three-year scholarships to outstanding students enrolled in the ROTC Program. Criteria are set by the Department of the Army and announced by the director of the ROTC Program in December of each year. See page 56 for further information regarding ROTC Four-Year Scholarships.

Preparatory training in college followed by active service as a commissioned officer gives the individual as a student, and later as a graduate, maximum leadership and management experience of a type which will prove invaluable to him in his future executive, professional, or business career.

Military Science

Major Spencer, Acting Director; Major O'Brien;
Captains Monette and Shaw

*11-12. *First Year Basic Course.* Every year.

An introduction to the historical growth and the organization of the Army and ROTC, and the Armed Forces' mission, functions, and responsibilities. Introduction to management of military resources, fundamentals of leadership, fundamentals of military operations, and the understanding of certain characteristics of leadership through progressive training in the exercise of command. This phase of military science continues in steps of increasing responsibility through the entire four-year program.

*21-22. *Second Year Basic Course.* Every year.

The course introduces the student to maps and aerial photographs, examines basic American military history, and continues to develop the techniques of leadership.

Prerequisite: *Military Science* 11-12.

*31-32. *First Year Advanced Course.* Every year.

A study of the factors which affect human behavior, methods of accomplishing motivation, and the application of the principles of leadership; a study of military techniques of instruction and briefings; advanced work in small unit tactics and communications.

Prerequisite: *Military Science* 21-22 or credit for completion of six weeks of basic summer camp.

ROTC Advanced Summer Camp: Students enrolled in the Advanced Course are required to attend a summer camp of six weeks' duration upon completion of MS 32. Camp training is essentially on the individual and small-unit level, with a student receiving experience in the performance of tactical, technical, and administrative duties in the field. Intensive training will be conducted with emphasis on the development of leadership. Camp is conducted at and supported by a major military installation. Exact location will be announced.

*41-42. *Second Year Advanced Course.* Every year.

A study of command and staff organization and the theory and dynamics of the military team (advance tactics); the position of the United States on the contemporary world scene; administration and logistical management; the concept of military justice in the Armed Forces; a study and exercise in effective military writing; and a survey of applied leadership and military management.

Prerequisite: *Military Science* 31-32.

The Library

THE strength of a college library derives from its collections of books and other library materials and from the staff to make the library useful to students. Bowdoin's Nathaniel Hawthorne-Henry Wadsworth Longfellow Library is exceptionally strong in its reputation as a college library. Totaling more than 400,000 volumes, its collections have been built up over a period of more than 170 years and include an unusually large proportion of distinguished and valuable volumes. Similarly distinguished has been its roster of librarians of the College, a list that includes John Abbot, Calvin Stowe, Henry Wadsworth Longfellow, and George T. Little. Its present full-time staff includes nine professional librarians and about an equal number of library assistants.

The first books that belonged to the library—a set of the Count Marsigli's *Danubius Pannico-Mysicus,* given to the College in 1796 by General Henry Knox (who had been a bookseller in Boston before he achieved fame as George Washington's chief ordnance officer)—are still a part of its collections. In the early decades of the nineteenth century Bowdoin's library, largely because of extensive gifts of books from the Bowdoin family and the Benjamin Vaughan family of Hallowell, Maine, was one of the largest in the nation. It has been maintained as one of the larger college libraries of the country, but its areas of growth are now defined by the curriculum of the College and restrained by the desirability of containing it as a collection to which students can have easy, and almost complete, access on open shelves. In addition to its 400,000 volumes (a count which includes bound periodicals and newspapers), the library has a collection of approximately 60,000 maps, over 2,000 photographs, and more than 300,000 manuscript items. The current annual rate of acquisition is about 14,000 volumes and the annual expenditure per student is more than $290.

The Hawthorne-Longfellow Library building was opened in the fall of 1965. The library occupies 60,000 square feet of its floor space and will eventually incorporate the 26,000 square feet presently used for the College's administrative offices. It now provides space for well over 400,000 volumes and for 538 readers (for 460 of these by individual study tables, carrels, or lounge chairs). Eventual full occupancy of the building will increase shelf capacity to 560,000 volumes and seating capacity to about 700. The College is also reserving the stack wing of Hubbard Hall, the library building of the College from 1903 to 1965, to shelve expanded book collec-

tions. Space for an additional 200,000 books is available there.

The entrance level of the building contains the portions of the library of most immediate use to its readers: the circulation desk and reserve-book shelves, the card catalog, reference books and bibliographies, current newspapers, current periodicals, periodical indexes, government documents, copy machine, and two large and handsome reading areas. Study stations are conveniently dispersed on this floor as they are throughout the building.

The lower level of the library houses Bowdoin's extensive collection of bound periodicals, its bound volumes of newspapers, and its collections of microfilm and microcards.

Special features of the second floor are an exhibit area and the President Franklin Pierce reading room, informally furnished and giving a broad view through floor-to-ceiling windows. In this room is a collection of paperbound books for recreational reading and a selection of periodicals received by the library for immediate use only. Near this room are more newspapers and magazines for recreational reading, a suite of listening rooms, and a room for record storage. Also on this floor are two suites of ten faculty studies each and small rooms for student typing or group study. The rest of this floor is shelving surrounded by carrels.

More shelving and carrels occupy the principal portion of the third floor. There are nine additional faculty studies on this floor. The eastern end of the third floor is the special collections suite. This includes, in addition to shelf space for Bowdoin's rare books and manuscripts and space for their use, a map room, a conference room, and a staff and faculty lounge.

The collections of the library are strong (though inevitably of varying strength) in all areas covered by the curriculum of the College, and a constant effort is maintained to see that representative publications in fields outside the current curriculum are added to the library. There is special strength in documentary publications relating to both British and American history, in the books relating to exploration and the Arctic regions, in books by and about Carlyle, in books and pamphlets about Maine, in materials about the Huguenots, in books and pamphlets on World War I and on the history of much of middle Europe in this century, and in the literary history of pre-twentieth-century France.

The reference collection includes most of the English-language encyclopedias and a good representation in original editions of major foreign encyclopedias—from two editions of the monumental eighteenth-century *Encyclopédie* of Diderot to such modern works as the *Grand Larousse Encyclopédique, Der Grosse Brock-*

haus, the *Enciclopedia Universal Illustrada Europeo-Americana,* the *Bol'shala Sovetskala Entsiklopedia,* and the *Enciclopedia Italiana de Scienze, Lettere ed Arti.* In it also are the principal national bibliographies and other major bibliographical tools. Dispersed in their proper places throughout the collections are such distinguished sets as the *Studies and Documents* of the American Institute of Musicology in Rome, Armando Cortesão's *Portugaliae Monumenta Cartographia,* the elephant-folio edition of John James Audubon's *Ornithological Biography* (his "Birds of America"), E. S. Curtis's *The North American Indian,* the *Rerum Britannicarum Medii Aevi Scriptores,* Jacques Paul Migne's *Patralogiae* (Latina), the *Scriptores Rerum Germanicum,* Reuben Gold Thwaite's *Early American Travels,* and *The Victoria History of the Counties of England.* Scholarly sets include the publications of the Camden Society, the Early English Text Society, the Egypt Exploration Society, the Geological Society of America, the Hakluyt Society, the Henry Bradshaw Society, the Huguenot Society of London, the Prince Society, the Royal Historical Society, the Royal Society, the Scottish History Society, the Scottish Text Society, and the Société des Anciens Textes Français. Of comparable, or perhaps even greater, distinction is Bowdoin's collection of more than 75,000 bound volumes of periodical publications.

Special collections in the Hawthorne-Longfellow Library comprise extensive collections of books, manuscripts, and other materials by and about both Hawthorne and Longfellow; books and pamphlets collected by Governor James Bowdoin; the private library of James Bowdoin III; an unusually large collection of late eighteenth- and early nineteenth-century books (particularly in the sciences) collected by Maine's distinguished Vaughan family; books, periodicals, and pamphlets contemporaneous to the French Revolution; the books, papers, and memorabilia of the Abbott family; an unusually fine representation of the items published in the District of Maine and in the state during the first decade of its statehood; and the books printed by the three most distinguished presses in Maine's history: the Mosher Press, the Southworth Press, and the Anthoensen Press.

Also in the special collections suite are the printed items relating to the history of the College and the chief collections of manuscript archives of the College. These include much material on Bowdoin alumni and extend far beyond a narrow definition of official college records. Here also is the library's general collection of manuscripts. Outstanding among the manuscripts are the collections of the papers of Generals O. O. Howard and Charles Howard, of Senator

William Pitt Fessenden, and of Professors Parker Cleaveland, Alpheus S. Packard, Henry Johnson, and Stanley Perkins Chase; collections of varying extent of most of Bowdoin's presidents, especially Jesse Appleton, Joshua L. Chamberlain, William DeWitt Hyde, and Kenneth Charles Morton Sills; manuscripts by Kenneth Roberts, Kate Douglas Wiggin, Charles Stephens, Edwin Arlington Robinson, Elijah Kellogg, and such contemporary authors as Vance Bourjaily, John Pullen, and Francis Russell.

The books and manuscripts in Bowdoin's special collections are not treated simply as museum pieces. They are freely open to use by qualified scholars and are extensively used in introducing undergraduates—in their research projects, senior seminars, and other independent work—to the variety of research materials regularly used in the scholarly world and which they can expect to use if they continue into university graduate work.

Special collections include also the Bliss Collection of books on travel, on French and British architecture, and other fine books (miscellaneous in nature but largely relating to the history of art and architecture) which are housed in the extraordinarily handsome Susan Dwight Bliss Room in Hubbard Hall. These books are additionally distinguished by their fine bindings. The books in this room and the room itself (with its Renaissance ceiling which once graced a Neapolitan palazzo) were the gift of Miss Bliss in 1945.

During term time the library is open from 8:30 A.M. to midnight Monday through Saturday, and on Sunday from 12:00 NOON to midnight. When the College is not in session the library is not open in the evenings or on Sundays or holidays. Small departmental collections in art, biology, chemistry, mathematics, and music are housed contiguous to the offices of the departments and are available for use on separate schedules of opening.

The operations of the library and the growth of its collections are supported by the general funds of the College and by gifts from alumni and other friends of the library and of the College. The library is annually the recipient of generous gifts of both books and funds for the immediate purchase of books or other library materials. It is always especially desirous of gifts of books, manuscripts, and family records and correspondence relating to the alumni of the College. The income of more than ninety gifts to the College as endowment is directed to the use of the library.

LIBRARY FUNDS

(As of January 31, 1972)

Name	*Donor or source*	*Amount*
Achorn The annual balance from the Achorn Flag Fund.	Edgar O. Achorn 1881	
Adams	William C. Adams 1897	$ 2,871
John Appleton 1822	Frederick H. Appleton 1864	14,433
James Alan Auld 1970	His family and friends	1,176
Samuel H. Ayer 1839	Athenæan Society	1,497
Benoit	A. H. Benoit Co. and the Benoit family	2,576
Alexander F. Boardman	Edith Jenny Boardman	718
Elias Bond	Elias Bond 1837	10,599
George S. Bowdoin	George S. Bowdoin	1,528
Philip H. Brown 1851	John C. Brown	2,995
Harold H. Burton 1909	Former law clerks, secretary, and friends	7,194
Warren B. Catlin A fund of $10,000 annually.	Warren B. Catlin	
Henry L. Chapman 1866	Frederic H. Gerrish	13,582
Henry Philip Chapman 1906	H. Philip Chapman, Jr. 1930	1,681
Class of 1825	Several persons	1,183
Class of 1875	Class of 1875	2,398
Class of 1877	Class of 1877	4,113
Class of 1882	Class of 1882	3,444
Class of 1888	Class of 1888	1,737
Class of 1890	Class of 1890	2,965
Class of 1901	Class of 1901	1,067
Class of 1904	Class of 1904	9,121
Class of 1912	Class of 1912	30,553

Name	*Donor or source*	*Amount*
Class of 1914	Class of 1914	7,348
Class of 1916 Dwight Sayward Memorial Book Fund	Class of 1916	3,972
Class of 1924	Class of 1924	3,659
Class of 1929	Class of 1929	3,102
Lewis S. Conant	Emma L. Conant	91,040
Else H. Copeland	National Blank Book Co.	637
John L. Cutler	John L. Cutler 1837	1,497
Darlington	Mrs. Sibyl H. Darlington	2,503
Miguel de la Fe	His friends	2,183
Delta Psi of Sigma Nu Book Fund	Sigma Nu Corporation	3,049
Stephen A. DeVasto Memorial Book Fund	His family and friends	511
Betty Edwards Dober	Her family	1,558
James Drummond 1836	Mrs. Drummond and daughter	4,372
Edward A. Dunlap 1940	Mr. and Mrs. Edward A. Dunlap	476
Henry Crosby Emery 1892	Class of 1899	2,871
Daniel C. Fessenden	Daniel C. Fessenden	8,688
Francis Fessenden 1858	John Hubbard	14,357
John O. Fiske	John O. Fiske 1837	1,497
Melville W. Fuller 1853	Mrs. Hugh Wallace	35,892
General Fund	Several persons	3,630
Arthur Chew Gilligan	Mrs. Mary C. Gilligan	1,704
Ginn	Thomas D. Ginn 1909	2,829
Anne Davis Ginn Memorial Fund	Thomas D. Ginn 1909	165,808

Name	*Donor or source*	*Amount*
William and Elizabeth Goodman	William Goodman	1,281
Albert T. Gould	Albert T. Gould 1908	1,436
Edna G. Gross	Mrs. Henry D. Minot	1,451
Hakluyt	Robert Waterston	1,615
Roscoe J. Ham	Edward B. Ham 1922	1,722
Robert L. Happ 1953	His friends	127
Louis C. Hatch $100 annually from his estate.	Louis C. Hatch 1895	
Samuel W. Hatch 1847	Miss Laura A. Hatch	1,436
Charles T. Hawes 1876	Mrs. Hawes	4,290
Kent Jeffrey and Andrew Harriman Herrick Memorial Book Fund	John D. Herrick 1957 and Mrs. Herrick	449
George A. Holbrook	George A. Holbrook 1877	2,871
Roger Howell, Jr. 1958	James M. Fawcett III 1958	511
Thomas Hubbard	His sisters and brother	4,748
Thomas H. Hubbard	Thomas H. Hubbard 1857	170,976
Winfield S. Hutchinson 1867	Mrs. Hutchinson	42,386
Elijah Kellogg 1840	Harvey D. Eaton	1,998
President John F. Kennedy	Several persons	3,552
William W. Lawrence	William W. Lawrence 1898	9,454
Brooks Leavitt	Brooks Leavitt 1899	157,096
George Thomas and Lilly Little	Ray W. Pettengill 1905	2,033
Noel C. Little 1917	Delta Kappa Epsilon Fraternity, alumni, and friends	1,479
Charles H. Livingston	His friends	1,419
Solon B. Lufkin	Solon B. Lufkin	718

Name	*Donor or source*	*Amount*
Robert H. Lunt 1942	William E. Lunt 1904 and Mrs. Lunt	2,154
William E. Lunt 1904	Mrs. Lunt	648
Frank J. Lynde 1877	George Lynde	2,135
Mabel N. Matthews	Mrs. Della Fenton Matthews	1,541
Samuel A. Melcher 1877	Miss Lucy H. Melcher	18,718
Clara Hawkins Mellen	Her friends	1,368
William C. Merryman 1882	Mrs. Merryman	1,436
Earl Scott Miller	Karmil Merchandising Corp.	569
Gilbert H. Montague	Gilbert H. Montague	5,968
Edward S. Morse	Edward S. Morse	1,436
Alpheus S. Packard 1816	Sale of publications	734
William A. Packard	William A. Packard 1851	7,178
John Patten	John Patten	734
Daniel W. and Martha A. Pettengill	Mrs. Ray W. Pettengill	2,033
Donald W. Philbrick	Donald W. Philbrick 1917	6,720
Frederick W. Pickard	Frederick W. Pickard 1894	218,942
Lewis Pierce 1852	Henry Hill Pierce 1896	45,955
Alfred Rehder	His family	4,012
Franklin C. Robinson 1873	Clement F. Robinson 1903	5,341
Charles E. Rolfe	Andrew T. Rolfe 1935	422
Robert R. Rudy 1946	His friends and relatives	984
J. B. Sewall	Jotham B. Sewall	372
Joseph Sherman 1826 and Thomas Sherman 1828	Mrs. John C. Dodge and Mary S. S. Dodge	6,389
Jonathan L. Sibley	Jonathan L. Sibley	10,414
Sills	Faculty, alumni, and friends	31,735

Name	*Donor or source*	*Amount*
Edgar M. Simpson 1894	Mrs. Margaret S. Millar	2,873
Smyth The annual balance of the Smyth Mathematical Prize Fund.	Henry J. Furber 1861	
Walter M. Solmitz	His friends	789
Daniel C. Stanwood	Miss Muriel S. Haynes	6,474
Edward Stanwood	Edward Stanwood	1,823
L. Corrin Strong One-half the income of the Trust.	L. Corrin Strong Trust	
Charles C. Torrey	Charles C. Torrey 1884	1,274
Transportation Library Fund	Edward H. Tevriz 1926 and Joseph T. Small 1924	4,481
United States Steel Foundation	United States Steel Foundation	23,725
White Pine	Anonymous	12,324
Thomas W. Williams 1910	His friends and relatives	718
Robert W. Wood	Robert W. Wood 1832	1,468

The Fine Arts

THE MUSEUM OF ART

AN art collection has existed at Bowdoin almost since the inception of the College itself. The earliest acquisition of major importance was a group of 142 old master drawings bequeathed to the College in 1811 by James Bowdoin III. This was the first public collection of its kind in America and contains, among many treasures, a superb landscape by Pieter Brueghel the Elder. James Bowdoin III's collection of old master paintings came to the College two years later, in 1813.

Although various parts of the College's art collection were on view during the first half of the nineteenth century, it was not until 1855 that a special gallery devoted to the collection came into being in the College Chapel. This gallery was made possible by a gift from Theophilus Wheeler Walker, a cousin of President Leonard Woods. It was as a memorial to Walker that his two nieces, Harriet Sarah and Mary Sophia Walker, donated funds in 1891 for the erection of the present museum building, designed by Charles Follen McKim of McKim, Mead & White. Four tympana murals of Athens, Rome, Florence, and Venice by John La Farge, Elihu Vedder, Abbott Thayer, and Kenyon Cox, respectively, decorate the museum's Sculpture Hall.

The museum contains one of the most important collections extant of American colonial and federal portraits, including works by Smibert, Feke, Blackburn, Copley, Stuart, Trumbull, and Sully. Among the five examples by Robert Feke is his greatest work, the full-length likeness of *General Samuel Waldo,* generally regarded as the finest American portrait of the first half of the eighteenth century; the nine Gilbert Stuarts include the so-called "official" portrait of *Thomas Jefferson,* as well as its pendant, *James Madison.* A complete catalogue of this collection, *Colonial and Federal Portraits at Bowdoin College,* was published by the College, with a matching grant from the Ford Foundation, in 1966.

The College's collection of ancient art contains sculpture, pottery, bronzes, gems, coins, and glass of all phases of the ancient world. The most notable benefactor in this area was Edward Perry Warren, the leading collector of classical antiquities of the first quarter of the twentieth century. Five magnificent ninth-century B.C. Assyrian reliefs from the Palace of Ashurnazirpal II, the gift to the College of Henri Byron Haskell, Medical 1855, are installed in the Museum's Sculpture Hall. *Ancient Art in Bowdoin College,*

a descriptive catalogue of these holdings, was published in 1964 by the Harvard University Press.

In recent years the College has been the recipient of a Samuel H. Kress Study Collection of twelve Renaissance paintings; a large collection of Renaissance and baroque medallions and plaquettes presented by Amanda, Marquesa Molinari; a fine group of European and American pictures given by John H. Halford, of the Class of 1907, and Mrs. Halford; a collection of Chinese and Korean ceramics given by Governor William Tudor Gardiner and Mrs. Gardiner; and a collection of nineteen paintings and 168 prints by John Sloan bequeathed by George Otis Hamlin.

In the fall of 1964, the College was the recipient of the major portion of a collection of Winslow Homer memorabilia, which until that time had been in the artist's studio at Prout's Neck, the gift of the Homer family. This material, now known as the Homer Collection of the Bowdoin College Museum of Art, includes the artist's first watercolor; a significant group of letters he wrote over a period of many years to various members of his family; and a considerable quantity of photographs of Homer, his family, and of Prout's Neck.

The museum also contains fine examples of the work of such nineteenth-century and twentieth-century American artists as Winslow Homer, Eastman Johnson, Thomas Eakins, George Inness, Martin Johnson Heade, William Glackens, Marsden Hartley, Andrew Wyeth, and Leonard Baskin.

In addition to exhibitions of the permanent collection, the museum holds numerous exhibitions every year of works of art lent by institutions and private collectors throughout the United States. Among the important exhibitions organized by the museum in recent years have been *The Art of Leonard Baskin, Painting in British India, The Portrayal of the Negro in American Painting, The Salton Collection of Renaissance and Baroque Medals and Plaquettes, As Maine Goes* (photographs by John McKee of the despoilation of the Maine Coast), *Winslow Homer at Prout's Neck, The Language of the Print, Hands to Work and Hearts to God: The Shaker Tradition in Maine, Rockwell Kent: The Early Years,* and *The Medieval Sculptor.* From time to time the College lends pictures and objects in the custody of the museum to other institutions in various parts of the country. The Bowdoin College Traveling Print Collection is made available gratis to educational institutions in the State of Maine.

In 1961 the Associates program of the Bowdoin College Museum of Art was formed in order to more effectively share the facilities

of the museum with the community beyond the College. Students are encouraged to become members, at a reduced rate, so that they can take advantage of the Associates' publications and events, which include free exhibition catalogues and a film series.

DRAMA AND STAGECRAFT

Since 1903, when a group of students organized the Bowdoin Dramatic Club, the College has recognized the regular production of plays as a valuable part of the extracurricular program. The club, which changed its name to the Masque and Gown in 1909, has produced playwrights from all periods.

One of the most important activities of the club has been its encouragement of playwriting. For over thirty years the Masque and Gown has sponsored student-written one-act play contests, with cash prizes. Winners have later written full-length plays, fifteen of which have been produced on campus and four professionally in New York.

The Department of English offers courses in dramatic literature. Instruction is available in acting and directing under a professional director, and in lighting and stagecraft under a professional technician, in Pickard Theater in Memorial Hall. This generous gift of the late Frederick William Pickard, LL.D., a member of the Class of 1894, includes a modern, 600-seat theater with proscenium stage, equipped with a complete system for flying scenery, an electronic lighting control system, and a modern sound system. In addition, Memorial Hall contains a fully equipped scene shop and, on the lower floor, a small open-stage theater for experimental work.

Membership in the Masque and Gown results from major work on one or minor work on two of the plays produced each season. An executive committee of undergraduates elected by the members consults with the director of dramatics to determine the program for each year, handle the finances and publicity of the club, and organize the production work. To operate efficiently, the Masque and Gown needs box-office and publicity men, directors, designers, builders, painters, electricians, property men, and costumers as well as actors and playwrights.

PRINTING AND TYPOGRAPHY

The college library owns many examples of fine printing which include the publications designed and printed by Frederick W. Anthoensen, A.M. (Bowdoin, 1947), of the Anthoensen

Press, of Portland; books printed by Thomas Bird Mosher, A.M. (Bowdoin, 1906); and publications of the Grolier Club, of New York. In the field of early printing the library possesses several examples of incunabula as well as a collection of 270 leaves of incunabula, mounted and described by Konrad Haebler. In 1950 the library received from Susan Dwight Bliss a unique collection of volumes bound in full leather, beautifully tooled and inlaid by some of the world's finest binders. Among the binders represented are Meunier, Zaehnsdorf, Lortic, Michel, Chambolle-Duru, Riviere and Son, Taffin, Bradstreet, Ruban, Cuzin, and Gruel.

MUSIC

Bowdoin offers its students a variety of musical opportunities. Many undergraduates participate in the Glee Club, the Meddiebempsters, the Bowdoin Orchestral Workshop, and chamber music ensembles. Student instrumentalists often perform in recitals and concerts of solo and chamber music sponsored by the Bowdoin Music Club.

The Glee Club performs frequently on and off the campus, offering occasional special events, and singing from time to time with groups from other colleges. It presents a Christmas concert in the Walker Art Building and offers an annual program with the Boston Symphony "Pops." The Meddiebempsters, a double quartet, are widely known through their European tours and their concerts at other colleges. On several occasions they have performed on network radio and television and they have appeared in New York's Town Hall.

Student instrumental ensembles, appearing in numerous concerts on the campus, have presented music by composers as diverse as Monteverdi, Corelli, Stockhausen, Gabrieli, Mozart, Terry Riley, and John Cage. Faculty performers also participate in these ensembles, offering two different series of concerts: those sponsored by the Bowdoin Music Club, featuring a wide range of chamber music from past centuries, and the "Ears" series, specializing in mixed-media works of the avant-garde, incorporating electronics, film, slides, theater, and dance.

Contemporary music plays an important role in Bowdoin's musical life. Student composers often prepare performances of their own works in special concerts, using the services of student, faculty, and visiting instrumentalists. Many visiting composers appear on campus, often in conjunction with Bowdoin's Contemporary Music Festival. These have included Elliott Carter,

Milton Babbitt, Virgil Thomson, George Crumb, William Albright, Morton Subotnick, and Ross Lee Finney. Bowdoin operates an electronic music studio with synthesizer, tape decks, and mixing and editing facilities, used by students in the electronic music course and for independent study projects.

Bowdoin is also concerned with music composed before 1750 and is presently building a collection of early instruments for student performance. The collection includes a single-manual Challis harpsichord and a dual-manual Clayton and Garrett harpsichord. Early music is also stressed in the department's choral activities.

When an artist is invited to perform at Bowdoin, his visit often includes discussions with small groups of students, appearances in classes, and the reading of student compositions. The Curtis-Zimbalist Concert Series, established in 1964 and the principal program through which musicians are invited to perform at Bowdoin, has included the New York Pro Musica, the First Chamber Dance Quartet, pianist Gary Graffman, and the New York Chamber Soloists. The 1971-1972 series featured the LaSalle String Quartet, the Cambridge Consort, the Aeolian Chamber Players, and the Portland Symphony String Quartet.

Professional teachers are available to give instruction in voice, piano, and other instruments to those students who wish to continue their study of applied music. All students of applied music are also expected to participate in ensembles. The College provides practice rooms without charge.

The Bowdoin College Summer School of Music offers intensive training to talented young instrumentalists from all parts of the country. The Aeolian Chamber Players, resident faculty of the summer school, present recitals during July and August. In addition, the players have given the world premieres of works commissioned by Bowdoin at Contemporary Music Festivals. Several of these works are published by the Bowdoin College Music Press, whose catalogue lists sixteen works.

Public Affairs Research Center

THE Public Affairs Research Center was established in September 1966, through the merger of the Bureau for Research in Municipal Government (established in 1914) and the Center for Economic Research (established in 1958). A full-time professional staff enables the center to carry on a program of identification, preparation, and administration of research investigations dealing generally with economic conditions, community government, regional development, and public administration. These activities are financed through research contracts with government and business organizations, as well as through the assistance of foundation grants and contributions from business firms and individuals.

In addition to special research reports, the center publishes the *Maine Business Indicators,* which contains widely used economic analyses as well as the monthly Maine Business Index. Monographs dealing with various aspects of government activity in Maine—the Government Research Series—are also available through the center. As an established 1970 Census Summary Tape Processing Center, PARC has already analyzed and printed a great quantity of census data for public and private organizations.

Within this general framework PARC exercises a unique role in Maine as a research and information center. In addition to the formal studies, the staff of the center is available to answer specific requests for information about socio-economic conditions in Maine that are of concern to business firms, government officials, or other organizations and individuals. An informal advisory group to the center is composed of faculty members of Bowdoin College who, by virtue of their experience and interest, can assist in the development and execution of the research program of the center.

The offices of the Public Affairs Research Center are located on the first floor of Hubbard Hall. Here also is the center's library of books, reports, and periodicals covering its fields of interest. This library, supplemented by the regular collection in the Hawthorne-Longfellow Library, is available for consultation and along with the facilities of the Bowdoin Computing Center provides the basis for answering requests for specific information. Inquiries should be directed to the Public Affairs Research Center, Bowdoin College, Brunswick, Maine 04011.

The Research Institute of the Gulf of Maine

BOWDOIN COLLEGE is a charter member of the Research Institute of the Gulf of Maine, a nonprofit corporation established as a consortium to carry out research and education projects related to oceanography. The nature of oceanographic research and the limited resources of each institution make it highly desirable that progress in this important area be on a cooperative basis. Trigom, as the consortium is popularly known, carries out research projects which involve faculty members and students and utilize the facilities of each of the institutional members. The institutions, however, lose none of their autonomy with respect to any of the programs that may be carried out by Trigom.

Much of the impetus for Trigom followed from a conference on oceanography at Bowdoin in the summer of 1967. Along with representatives of the educational institutions in Maine, the conference attracted oceanographers from government agencies, research institutions, and corporations.

Physical space for the consortium has been provided, temporarily at least, by the University of Maine on the Portland campus. Staffing, including the position of executive director, has been made possible through legislative appropriations. Various research and education projects are funded by grants from individuals, businesses, and government.

An important aspect of Trigorm's education effort is a summer course in marine science for undergraduates, which is taught by faculty from several of the consortium members. It is hoped that the course will grow into a full-fledged summer marine institute.

Academic members of Trigom, apart from Bowdoin, are Bates and Colby colleges, the University of Maine, Nasson and St. Francis colleges, and the Southern Maine Vocational-Technical Institute.

The Bowdoin Scientific Station

THE College maintains a field station at Kent Island, off Grand Manan, in the Bay of Fundy, New Brunswick, Canada, where qualified students can conduct field work on biological problems. Kent Island, containing about two hundred acres and several buildings, was presented to the College in 1935 by Mr. John Sterling Rockefeller, of New York City. Charles E. Huntington, professor of biology, is the director of the station.

This valuable scientific resource of the College is a major seabird breeding ground and the home of various land birds. Its location makes it a concentration point for migrating birds in spring and fall. The famous Fundy tides create excellent opportunities for the study of marine biology. The terrestrial habitats, including spruce woods, bogs, and meadows, are surprisingly varied for an island of this size.

No formal courses are offered at the station, but students from Bowdoin and other institutions are encouraged to select problems for investigation at Kent Island during the summer and to conduct field work on their own initiative with the advice and assistance of the Department of Biology. Approved work at the station is acceptable for credit as independent study. Financial assistance for students doing research at Kent Island is available from the Alfred O. Gross Fund (see pages 223–224).

Faculty members and graduate students from other institutions have often used the facilities of the station in their research. They have helped the undergraduate members of the station through informal instruction and as examples of experienced investigators at work.

Field trips of short duration to Kent Island are a feature of Bowdoin's courses in ecology and ornithology.

Lectureships and Institutes

THE regular instruction of the College is supplemented each year by ten or twelve major lectures, in addition to lectures and panel discussions sponsored by the various departments of study and undergraduate campus organizations.

LECTURESHIPS

ANNIE TALBOT COLE LECTURESHIP: This lectureship was founded in 1906 by Mrs. Calista S. Mayhew, of South Orange, New Jersey, in memory of her niece, Mrs. Samuel Valentine Cole. According to the terms of the gift, this lectureship was established to contribute "to the ennoblement and enrichment of life by standing for the idea that life is a glad opportunity. It shall, therefore, exhibit and endeavor to make attractive the highest ideals of character and conduct, and also, insofar as possible, foster an appreciation of the beautiful as revealed through nature, poetry, music, and the fine arts."

MAYHEW LECTURE FUND: This lectureship was founded in 1923 by Mrs. Calista S. Mayhew. The income from the bequest is used to provide lectures on bird life and its effect on forestry.

JOHN WARREN ACHORN LECTURESHIP: This lectureship was established in 1928 by Mrs. John Warren Achorn, as a memorial to her husband, a member of the Class of 1879. The income is used for lectures on birds and bird life.

TALLMAN LECTURE FUND: This fund was established with a gift of $100,000 by Frank G. Tallman, A.M. (Bowdoin, 1935), of Wilmington, Delaware, in 1928, as a memorial to the Bowdoin members of his family. The income is to be expended annually upon a series of lectures to be delivered by persons selected by the Faculty. In addition to offering a course for undergraduates, the visiting professors on the Tallman Foundation give public lectures on the subject of their special interest.

VISITING PROFESSORS ON THE TALLMAN FOUNDATION: 1962-1972

Ole Myrvoll, DR. OECON., *Professor of Economic Theory, Norwegian School of Economics and Business Administration, Bergen. Visiting Professor of Economics,* Spring 1962.

Rex Warner, *Visiting Professor in Classical History and Literature,* 1962-1963.

Alfred Maurice Taylor, M.A., Ph.D., *Professor of Physics, University of Southampton. Visiting Professor of Physics,* 1964-1965.

Mahadev Dutta, B.Sc., M.Sc., D.Phil. (Sc.), *Professor of Mathematics, North Bengal University. Visiting Professor of Mathematics,* 1966-1967.

Howard Nemerov, A.B., L.H.D., *Professor of English, Brandeis University. Visiting Professor of English,* Spring 1969.

Michael Charles Hurst, M.A., *Fellow and Tutor in Modern History and Politics, St. John's College, Oxford. Visiting Professor of History,* 1970-1971.

Ellis Ridgeway Lippincott, A.B., M.A., Ph.D., *Professor of Chemistry, University of Maryland. Visiting Professor of Chemistry,* Fall 1970.

Lou Emma Holloway, A.B., M.A., *Associate Professor of American and Afro-American History, Tougaloo College. Visiting Associate Professor of History,* Fall 1971.

James Richmond, M.A., B.D., Ph.D., *Deputy Chairman of Department of Religious Studies, University of Lancaster. Visiting Professor of Religion,* Spring 1972.

Chemistry Lecture Fund: By vote of the Boards in 1939 the balance of $1,280 from a fund given for Department of Chemistry Lectures is used for special lectures in chemistry.

The Student Council Lectureship: This lectureship, an annual gift to the College from the Student Council, was established in 1958 to provide a lecture on a topic of interest to students.

Edith Lansing Koon Sills Lecture Fund: This fund, at present amounting to $5,025, was established in 1961 by the Society of Bowdoin Women to honor Mrs. Kenneth C. M. Sills, the wife of a former president of Bowdoin College. The fund is to be used to support lectures at the College.

Charles Weston Pickard Lecture Fund: Founded in 1961 by John Coleman Pickard, of the Class of 1922, in memory of his grandfather, a member of the Class of 1857. Starting with a gift of $15,000, the interest is to be added to the principal until it reaches $25,000, except that beginning with the academic year 1963-1964, and every four years thereafter, the income for that particular year shall be used to provide a lecture in the field of journalism in its

broadest sense. "By journalism is meant lines of communication with the public, whether through newspapers, radio, television, or other recognized media."

Charles R. Bennett Memorial Fund: A fund of $1,000 given in 1962 by Mrs. Mary D. Bennett in memory of her husband, Charles R. Bennett, of the Class of 1907. The income is made available to the Department of Mathematics preferably for the purpose of meeting the expenses of a visiting mathematics lecturer.

The Jasper Jacob Stahl Lectureship in the Humanities: Established in 1970 at the bequest of the late Jasper Jacob Stahl, Litt.D., of the Class of 1909, the annual income from this fund is "to support a series of lectures to be delivered annually at the College by some distinguished scholarly and gifted interpreter of the Art, Life, Letters, Philosophy, or Culture, in the broadest sense, of the Ancient Hebraic World, or of the Ancient Greek World or of the Roman World, or of the Renaissance in Italy and Europe, or of the Age of Elizabeth I in England, or that of Louis XIV and the Enlightenment in France, or of the era of Goethe in Germany."

Alfred E. Golz Lectureship: This lectureship, established in 1970, is supported by an annual gift from Ronald A. Golz, of the Class of 1956, in memory of his father, Alfred E. Golz. The lectureship will sponsor an annual lecture "by an eminent historian or humanitarian on any subject of general import to students of the liberal arts."

NATIONAL SCIENCE FOUNDATION INSTITUTES

Summer Institutes

Three grants totaling $151,367 were received from the National Science Foundation for conducting institutes on the Bowdoin campus in the summer of 1972. Institutes for secondary school teachers were held in chemistry, mathematics, and marine ecology. Each of these institutes, which ran concurrently from June 26 to August 4, offered credit at a graduate level of two semester courses or eight semester hours. Under the terms of the grant each participant received a stipend of $75 a week with additional allowance for dependents and travel.

The Chemistry Institute, directed by David A. Wheatland, of the Department of Chemistry, was designed for thirty-six high school teachers who taught or were preparing to teach advanced placement chemistry courses.

The Marine Ecology Institute, under the direction of Alton H. Gustafson, of the Department of Biology, was presented to thirty-six science teachers selected because of their interest in marine biology and their ability to foster this interest in their students. Emphasis in this institute was placed on the ecological aspects of the marine environment and the use of living organisms. A part of the program is carried on at the Bowdoin College Marine Laboratory.

The Mathematics Institute was under the direction of Richard L. Chittim, of the Department of Mathematics. It provided sixty teachers a program of two courses: one in geometric concepts and one in advanced mathematics for use in secondary schools. This institute was the fourteenth of a series of Summer Institutes for Secondary School Teachers of Mathematics planned to give credit toward a master's degree. Again this year participants were selected from highly qualified teachers who are expected to exert leadership in the teaching of mathematics in secondary schools.

American teachers who attended these institutes came from every section of the United States. Bowdoin College provided both dining and housing accommodations. Approximately one-half of the teachers were accompanied by their families. Throughout the period of the institutes the facilities of the College, including the library, the museum, and the Moulton Union, were made available to these participants. The coordinator of the 1972 institutes was Harry K. Warren.

SUMMER SCHOOL OF MUSIC

The Summer School of Music was founded by Bowdoin in 1965 to give serious music students and advanced young instrumentalists an opportunity to develop as performers and musicians through a concentrated program of instrumental and chamber music lessons.

During the summer of 1972 enrollment was limited to about twenty-five students. Instruction was offered in violin, viola, cello, flute, clarinet, piano, and chamber music. Students were given the opportunity to perform in public at weekly recitals. Upon successfully completing the six-week course, students received one Bowdoin semester course academic credit, the equivalent of four hours, toward the bachelor of arts degree. The Aeolian Chamber Players also presented a series of weekly concerts.

Student Life and Activities

BOWDOIN provides for its students a campus life which combines traditional features of the liberal arts college with modern facilities and programs that enrich the experience of undergraduate life. The curriculum offers formal instruction in those subjects appropriate to the development of educated and enlightened citizens. Within this framework students are encouraged, and are permitted sufficient flexibility, to develop their talents and capacities for leadership to the utmost. The physical plant and equipment of the College have been considerably improved in recent years, and visitors are frequently impressed by the quality of these physical facilities, given the modest size of the student body. Along with the library, laboratories, art museum, concert and lecture halls, social center, infirmary, and athletic facilities, continuing attention is given to the less tangible—but more important—intellectual resources of the College. Art shows, lectures, concerts, motion pictures, and legitimate dramatic productions are all planned to provide stimulating experiences which will enhance the student's everyday work within the formal curriculum.

THE HONOR SYSTEM: A student initiated proposal, the Bowdoin Honor System was devised with the uniqueness of Bowdoin foremost in mind. As voted by the faculty and students, it places complete responsibility upon the individual student for integrity in all of his academic work, including the use of the library. During registration, each student signs a pledge signifying that he understands and agrees to abide by the Bowdoin College Honor System. In so doing, he is pledging himself neither to give nor to receive unacknowledged aid in any academic undertaking. Further, he is pledging himself, in the event that he witnesses a violation of the Honor System, to "take such action as he believes is consistent with his own sense of honor." Responsibility for instructing students about their obligations under the Honor System resides with the Student Judiciary Board, which also recommends any action in the event of a reported violation. The constitution of the Honor System and other explanatory information are published in a special booklet distributed to all entering students.

THE SOCIAL CODE: A Bowdoin College Social Code developed by the cooperative efforts of students and faculty members governs undergraduate behavior on the campus. Each student is required

to subscribe to the Social Code at registration just as he accepts the Honor Code.

Primary responsibility is placed upon each student for the conduct of his own life. However, the college environment inevitably demands from every student social responsibility. The introduction to the code states: "A Social Code, as opposed to a set of rules, places greater responsibility on its participants than might be at first apparent. The freedom conferred by a Social Code is a positive value only so long as one person's freedom or privacy does not interfere with another's."

The responsibility to create a harmonious community among students with different backgrounds and conflicting private views of morality is given, in the first place, to the students. When conflicts arise between students, the code suggests that they be settled on the local level where they originate. Persistent and serious violations of this Social Code may be brought to the attention of the dean of students and eventually to the Student Judiciary Board for action.

Living and Dining Accommodations: The College provides living and dining accommodations for its students. Students have the option of requesting to live in coeducational or single-sex dormitories. Entering freshmen live in the several dormitories. Those electing to join fraternities will, after the first few days, normally take their meals at the fraternity house; others dine at the Moulton Union. Most seniors live and dine at the Senior Center. Students who request and accept room accommodations in the fall are obligated to pay a full year's rent for those accommodations. Further, students who live in campus dormitories are required to hold a regular board bill at the Moulton Union or at the Senior Center in the case of those living there. The fraternity chapter houses furnish dining accommodations to their members, with the exception of seniors, and living accommodations for a large proportion of the sophomore and junior classes (the final arrangements for living quarters being contingent upon the size of enrollment and other factors). Both fraternity and dormitory quarters help to promote the valuable friendships and give-and-take of opinion perennially associated with campus life.

The Moulton Union: The Union is the community center of the College. It is not merely a building; it is also an organization and a program. Together they represent a well-considered plan for the community life of the College.

The main lounge, with its pleasant fireplace, is arranged for in-

formal use as well as college gatherings: lectures, recitals, receptions, and banquets. The Lancaster Lounge, in the wing opposite the main lounge, and a smaller lounge add flexibility to the main floor area. Also on this floor are the scheduling and information desk and the campus telephone switchboard.

A large, self-service bookstore, which features a broad selection of paperbacks, is located in the southeast corner on the main floor and supplies textbooks and sundries to members of the College.

Extracurricular activities such as the *Orient,* the *Bugle,* the Camera Club, and WBOR have offices in the Union.

On the lower floor, food service is provided in a variety of dining rooms with distinctive decor, where members and friends of the College may dine pleasantly for regular meals or between-meal snacks. One of the dining rooms serves as a banquet room for groups of less than one hundred. Also on this floor are game and television rooms and a mail room.

The facilities resemble those of a club in which there are daily opportunities for new students to meet and form friendships with other students and faculty members. The donor's wish to provide a place where the fires of friendship may be kindled and kept burning has been amply realized.

The formulation of policies and the planning of the many-sided program of activities are the responsibility of the Moulton Union director assisted by the Student Union Committee, consisting of representatives of the Independents and each fraternity. By sponsoring concerts, art exhibitions, motion pictures, tournaments, and other entertainments. the committee contributes to the social life of the entire college community.

Student Union Committee Officers
Fall 1972

Gridley Weatherbee Tarbell II '74, *President*
Jose Alberto Diaz '74, *Vice President*
Celeste Mary Johnson '74, *Secretary-Treasurer*

Fraternity Representatives: Kenneth John Baker '75 (Alpha Rho Upsilon), Peter Leland Briggs '75 (Alpha Kappa Sigma), Jonathan Alden Bell '75 (Beta Theta Pi), Steven James Collins '75 (Chi Psi), Robert George Duerr, Jr. '75 (Delta Kappa Epsilon), Allen Stuart Gouse '75 (Delta Sigma), Thomas Wesley Liebtag '75 (Psi Upsilon), James Ernest Sensecqua '75 (Theta Delta Chi), Neil Frederick Buono '75 (Zeta Psi).

Independent Representatives: Arthur Dwight Beasley '75, Jack Pearl Layne, Jr. '75, Saddie Lucile Smith '75, Gwendolyn Vanessa Stretch '75.

Fraternities: Greek-letter fraternities first appeared on the Bowdoin campus in 1841. A century ago their functions were purely literary and social, but with the passing years they have become more and more an integral part of college life. In the early years, the meeting places of the fraternities were known only to their members. Later the members of the various chapters lived together in several of "the ends" of the college dormitories. A new era began in 1900 when two of the Greek-letter societies moved into houses of their own and took over the provision of living and dining facilities. Ordinarily, the sophomore and junior class members live "at the house," while all of the members, with the exception of the seniors, dine there.

Membership in a fraternity provides much more than an attractive eating club, agreeable companionship, occasional house parties, and interfraternity athletic competition. To many graduates, such membership has meant a valuable training in the care of material property and in the maintenance of good relations with the town and with other groups, and cooperation with the administration and the faculty advisers in promoting worthy social and educational goals.

Independents: The Independent group at Bowdoin has grown rapidly during the past several years. Members of this group usually live in the dormitories and dine at the Moulton Union. The group has its own faculty adviser and holds out to its members the possibility of friendly association with fellow students without the more formal ties that go with fraternity organization.

Aspau and Laspau Scholars: Several students are in residence at Bowdoin under the African Scholarship Program of American Universities and the Latin American Scholarship Program of American Universities.

The Student Council: The control of student life at Bowdoin is entrusted in the fullest possible measure to the students themselves. Undergraduate self-government is vested in the Student Council, which makes recommendations about student affairs to the student body and to the faculty. In addition, the Student Council participates in the broader governance of the campus through representatives chosen by the council to sit on the various committees of the faculty and the Governing Boards.

STUDENT COUNCIL
Fall 1972

Gregory Leary '73, *President*
James Edward Lyons '74, *Vice President*
Blythe Jean Snable '74, *Secretary-Treasurer*

THE STUDENT JUDICIARY BOARD: The Student Judiciary Board is responsible for introducing new students to the Honor System and Social Code. It also sits in judgment on violations of the Honor System and on breaches of the Social Code. Its decisions take the form of recommendations to the dean of students. The board comprises three seniors and two juniors, all elected by the Student Council.

Student Judiciary Board, Fall 1972: Thomas Joseph Costin '73 *(Chairman),* Douglas Clifton Lyons '73, James LaVoy Lyons '73, Richard Kent Mastain, Jr. '74, David Perrin Wheeler '74, Linda Grace Baldwin '73 *(Alternate),* William Edward Shanahan III '74 *(Alternate).*

STUDENT REPRESENTATIVES TO COMMITTEES OF THE FACULTY AND GOVERNING BOARDS: Most of the committees of the faculty and Governing Boards have invited student representatives to sit with them in their deliberations. This representation has facilitated the exchange of information and points of view between the various constituencies of the College.

THE STUDENT COMMITTEE FOR THE SENIOR CENTER: The elected officers of the Senior Class meet frequently with the director of the Senior Center to assist in program planning. This committee may be augmented by additional representatives of the class, as decided by the seniors at a meeting in the early part of the senior year.

STUDENT COMMITTEE FOR THE SENIOR CENTER
Fall 1972

William Wallace Sexton *(Class President)*
Peter Alexander Bevins *(Class Vice President)*
Cyrus Scott Smith, Jr., *(Class Secretary-Treasurer)*

THE BOARD OF PROCTORS: The maintenance of order in the dormitories and the responsibility for their proper care are delegated to a Board of Proctors nominated by the Student Council and appointed by the dean of students with the approval of the faculty.

Board of Proctors, Fall 1972: Linda Grace Baldwin '73, Mary Katherine Blunt '74, Mario Brossi '74, Michael Joseph Fiori '74,

Thomas Earl Hoerner '74, Thomas Joseph Hutchinson '73, Robert Frank Krachman '74, Gilbert Ware Lewis '74, David Wayne Lynch '74, James Edward Lyons '74, Ellen Alice Middleton '74, Johan Carl-Ragnar Segerdahl '74, Wayne Carroll Stevens '74, Deborah Jean Swiss '74, Joseph Logan Tansey, Jr. '74.

The Orient: *The Bowdoin Orient,* the college newspaper, is now in its 102nd year of continuous publication. Opportunities for freshmen as "cub" reporters, and for newcomers at the news desk, continue as in the past, and advancement on the staff is rapid for those with a flair for journalism. Students interested in the business management of the newspaper will also find opportunities for work and advancement.

The Quill: The *Quill* is the college literary publication and is normally published once each semester. Each issue contains articles in all fields of student literary interest: short stories, essays, poems, and reviews. Contributions are welcomed from all members of the College.

The Bugle: The *Bugle* is the college yearbook.

Music: Music activities include the Meddiebempsters, an augmented double quartet; the Glee Club; the Bowdoin Marching Band; and the Brass Ensemble, which frequently premieres student-written works.

Radio: In WBOR, "Bowdoin-on-Radio," the College has a well-equipped FM radio station as the result of a gift from the Class of 1924. Situated on the second floor of the Moulton Union, both studios and the control room are sealed against disturbances of sound with acoustical tiling and sound-lock doors. The student-operated station broadcasts daily when classes are in session. Positions as announcers, engineers, newsmen, and sportscasters are numerous and open to any student who has an FCC Third Class Permit with broadcast endorsement.

Debating: In addition to the Achorn and Bradbury Prize Debates, intercollegiate debating is sponsored by the Debating Council, and the annual interfraternity debate competition for the Wilmot Brookings Mitchell Debate Trophy is under its general supervision.

The Masque and Gown: This college dramatic organization has for over sixty years provided undergraduates with opportunities to give practical expression to their interest in the theater. Towns-

people collaborate with the student members of Masque and Gown in many productions. The Executive Committee hopes to continue its policy of producing full-length and one-act plays written by students; the committee also plans to use various experimental production techniques. Under the direction of a member of the faculty and housed in Pickard Theater, the Masque and Gown offers many opportunities for those interested in playwriting, scene design and construction, acting, and business management and publicity.

The Political Forum: This student organization actively fosters the discussion and debate of current political practices and problems of local, state, national, and international interest. The forum has instituted the policy of inviting guest speakers to lecture to the college community.

The Outing Club: Organized in 1948, the Outing Club sponsors a program of outdoor activities including rock and mountain climbing, cycling, canoeing, and skiing.

The White Key: This organization programs and supervises all interfraternity athletics.

The Afro-American Society: Primarily to make the black student proud and aware of his heritage and, at the same time, to convey to the white community an understanding of that heritage by emphasizing black contributions to culture, the Afro-American Society was formed by students in 1968. The society is instrumental in the recruitment of black students and assists black freshmen in making the adjustment to college life. The activities of the society are concentrated in the Afro-American Center.

Voluntary Service Programs: A wide range of social service activities are undertaken by students. About 200 are currently involved and so the programs as a whole represent perhaps the largest single extracurricular activity. Their voluntary nature is their essential characteristic. Students participating in them receive no compensation or academic credit. Each of the major programs is coordinated by a student leader, and the smaller or individual activities are organized by the voluntary service programs coordinator.

Currently these activities include the Big Brother-Big Sister program, which provides companionship and activities for children of elementary and junior high school age; the Pineland Project of student assistance in a nearby state hospital for the men-

tally retarded; programs which seek to help the elderly and infirm in the region; a school tutoring program; Bowdoin Undergraduate Teachers, which is of particular interest to those interested in a teaching career since it provides opportunities for direct participation in local school classrooms; and Project Bermuda North, through which students work with the Passamaquoddy Indians in Indian Township, Maine, in a variety of ways.

Religious Life: Religious activities at Bowdoin are controlled by the students. In recent years the Bowdoin Christian Association, the Episcopal Undergraduate Committee, the Bowdoin Newman Apostolate, the Bowdoin Jewish Association, and the Student Religious Liberals have been active. Each has planned activities appropriate to its membership. Thus, the Newman Apostolate has sponsored weekly folk Masses on the campus and the Episcopal Undergraduate Committee has sponsored weekly campus vespers and Holy Communion services.

Physical Education and Athletics

BOWDOIN believes that physical education is an important part of the total educational program. The Department of Physical Education provides students with opportunities for satisfying experience in physical activities for the achievement of health and physical fitness. The physical education program includes classes which emphasize instruction in sports activities with carry-over value, a year-round schedule of intramural athletics for the whole student body, and intercollegiate competition in sixteen sports. Students are encouraged to use the athletic facilities to participate in free recreational play.

PHYSICAL EDUCATION: The department offers courses of instruction in sports which students may enjoy for many years after college. These courses are voluntary, and it is the aim of the department to keep them flexible enough to serve the current interests of students. Last year, instruction was offered in tennis, squash, sailing, skating, weight training, volleyball, badminton, swimming, water polo, life saving, scuba diving, fly fishing, golf, figure skating, cross-country skiing, and modern dance.

INTERCOLLEGIATE ATHLETICS: Bowdoin offers intercollegiate competition for men in the following sports: football, cross-country, basketball, track (winter and spring), swimming, hockey, wrestling, lacrosse, skiing, golf, tennis, baseball, rifle, soccer, squash, and sailing (fall and spring). Junior varsity or freshman teams are maintained in football, soccer, basketball, swimming, hockey, lacrosse, tennis, baseball, and sailing. During the past year, intercollegiate competition for women was offered in tennis, squash, and skiing. The department hopes to expand its offering as demand warrants.

INTRAMURAL ATHLETICS: Competition between fraternities is scheduled in softball, touch football, basketball, hockey, track, swimming, sailing, bowling, squash, and volleyball. Undergraduates not actively engaged in intercollegiate sports during a given season are eligible for intramural contests.

OUTDOOR FACILITIES: The outdoor athletic facilities of the College are excellent. Whittier Field is a tract of five acres that is used for football games and also includes an all-weather track. It has a

grandstand with team rooms beneath it. Pickard Field is a tract of over seventy acres that includes two baseball diamonds; spacious playing fields for lacrosse, soccer, football, touch football, and softball; ten tennis courts; and a field house.

Indoor Facilities: With the completion of the Morrell Gymnasium in 1965, the College possesses indoor facilities that are the equal of its outstanding outdoor facilities. The 50,000-square-foot building, connected to the Sargent Gymnasium, contains a modern basketball court with seats for about 2,500 persons, four visiting team rooms, eleven squash courts, locker room with 500 lockers, shower facilities, modern fully equipped training room, adequate offices for the director of athletics and his staff, and other rooms for physical education purposes. Sargent Gymnasium includes a wrestling room, a weight-training room, two special exercise rooms, and a regulation basketball court. The Hyde Athletic Building, which is attached to the Sargent Gymnasium, includes a cinder track, facilities for field events, a banked board track, and an infield area used for baseball, lacrosse, and club rugby practice. Completing the athletic facilities are the Curtis Swimming Pool, containing a pool thirty feet by seventy-five feet, and the Arena, which has a refrigerated ice surface eighty-five feet by two hundred feet and seating accommodations for 2,400 spectators.

Career Counseling and Placement

THE College offers assistance to students and graduates in solving the problem of employment, both during their undergraduate courses and afterward. Opportunities for undergraduates to do part-time work at the College or in the community may usually be obtained through the Student Aid Office.

Students are encouraged to register early in their college career and to consult the director in Banister Hall for vocational counseling and guidance.

The campus career interviews are planned to broaden the student's vocational interest and to aid him in selecting his life's work. Each student should survey his abilities objectively and study the demands of business, the occupations, and the professions in order to assist him in his planning. Students with a definite goal in mind usually approach their work with an earnestness of purpose. While the selection of a career must necessarily be left to the student, it should not be deferred too long or left to chance. The office has information available to help guide the applicant. Extensive literature, including occupational monographs and recent books on business careers, are at the disposal of the students. The candidate's undergraduate record—including classroom work, vocational aptitude tests, and extracurricular activities—is used to determine his availability for positions after graduation.

The office continually expands its contacts with employers, acting as an intermediary for the exchange of vocational information between employers and registrants. Representatives of industry are invited to the campus to confer with students and to discuss not only the qualifications necessary for success in their special fields but to explain the opportunities offered to college men. During the fall business conferences are usually held for the benefit of registrants. The Alumni Committees broaden the contacts available for registrants. The office provides the Area Committees with information necessary for proper classification and counseling of candidates referred to them.

Students planning to enter graduate school should consult with one of the deans and the chairmen of their major departments. No charge is made for services rendered to candidates or employers.

Prizes and Distinctions

The Bowdoin Prize: A fund, now amounting to $42,313, established as a memorial to William John Curtis, LL.D., of the Class of 1875, by his wife and children. The prize, four-fifths of the total income, is to be awarded "once in each five years to the graduate or former member of the College, or member of its faculty at the time of the award, who shall have made during the period the most distinctive contribution in any field of human endeavor. The prize shall only be awarded to one who shall, in the judgment of the committee of award, be recognized as having won national and not merely local distinction, or who, in the judgment of the committee, is fairly entitled to be so recognized." (1928)

The first award was made in 1933 to Fred Houdlett Albee, M.D., Sc.D., LL.D., of the Class of 1899. Other recipients have been: in 1938, Harvey Dow Gibson, LL.D., of the Class of 1902, and Paul Howard Douglas, Ph.D., LL.D., Litt.D., of the Class of 1913; in 1948, Kenneth Charles Morton Sills, L.H.D., LL.D, of the Class of 1901; in 1954, Rear Admiral Donald Baxter MacMillan, Sc.D., of the Class of 1898; in 1958, Harold Hitz Burton, Jur.D., LL.D., of the Class of 1909; in 1963, William Hodding Carter, Jr., Litt.D., L.H.D., LL.D., of the Class of 1927; in 1968, Austin Harbutt MacCormick, Sc.D., LL.D., of the Class of 1915.

The Paul Kendall Niven, Jr., Memorial Fund: This fund, which currently amounts to $4,584, was established in memory of a member of the Class of 1946 who was a distinguished radio and television journalist. The accumulated income is to be awarded once in every four years to the television or radio news commentator or figure who during the preceding four years is judged to have done the most outstanding job of interpreting and presenting the news to the public. It is hoped that the recipient will present a public lecture at the College at the time of receiving the award. (1971)

UNDERGRADUATE PRIZES

Prizes in General Scholarship

Brown Memorial Scholarships: A fund for the support of four scholarships in Bowdoin College given by the Honorable J. B. Brown, of Portland, in memory of his son, James Olcott Brown, A.M., of the Class of 1856. According to the provisions of this foun-

dation, there will be paid annually the income of $1,000 to the best scholar in each undergraduate class who shall have graduated at the high school in Portland after having been a member thereof not less than one year. (1865)

Almon Goodwin Prize Fund: This fund of $1,708 was established by Mrs. Maud Wilder Goodwin in memory of her husband, Almon Goodwin, of the Class of 1862. The annual income, approximately $115, is awarded to a Phi Beta Kappa man chosen by vote of the Board of Trustees of the College at the end of the recipient's junior year. (1906)

George Wood McArthur Prize: A fund of $2,871 bequeathed by Almira L. McArthur, of Saco, in memory of her husband, George Wood McArthur, of the Class of 1893. The annual income is awarded as a prize to that member of the graduating class who, coming to Bowdoin as the recipient of a prematriculation scholarship, shall have attained the highest academic standing among such recipients within the class. (1950)

Leonard A. Pierce Memorial Prize: A prize, established by friends and associates, consisting of the income of a fund of $5,129. It is awarded annually to that member of the graduating class who is continuing his education in an accredited law school and who attained the highest scholastic average during his years in college. It is paid to the recipient on his enrollment in law school. (1960)

Departmental Prizes

Sue Winchell Burnett Music Prize: A prize consisting of the annual income of a fund of $1,594 established by Mrs. Rebecca P. Bradley in memory of Mrs. Sue Winchell Burnett. It is awarded upon recommendation of the Department of Music to that member of the senior class who has majored in music and has made the most significant contribution to music while a student at Bowdoin. If two students make an equally significant contribution, the prize will be divided equally between them. (1963)

Class of 1875 Prize in American History: A prize consisting of the annual income of a fund of $6,499 established by William John Curtis, LL.D., of the Class of 1875, is awarded to the student who writes the best essay and passes the best examination on some assigned subject in American history. (1901)

Copeland-Gross Biology Prize: A prize named in honor of two former Josiah Little Professors of Natural Science, Manton Copeland, Ph.D., and Alfred Otto Gross, Ph.D., Sc.D., is given by the Department of Biology to that graduating senior who has best exemplified the idea of a liberal education during the major program in biology. (1959)

Hannibal Hamlin Emery Latin Prize: A prize consisting of the annual income of a fund of $1,708 is awarded to a member of the junior or senior class for proficiency in Latin. (1922)

Fessenden Prize in Government: A prize of $25, the gift of Richard Dale, of the Class of 1954, is given by the Department of Government to that graduating senior who as a government major has made the greatest improvement in his studies in government, who has been accepted for admission into either law or graduate school or has been accepted for employment in one of certain federal services, and who is a United States citizen. (1964)

Goodwin French Prize: A prize consisting of the annual income of a fund of $933 given by the Reverend Daniel Raynes Goodwin, D.D., of the Class of 1832, is awarded to the best scholar in French. (1890)

Nathan Goold Prize: A prize consisting of the annual income of a fund of $3,700 established by Abba Goold Woolson, of Portland, in memory of her grandfather. It is awarded to that member of the "Senior Class who has, throughout his college course, attained the highest standing in Greek and Latin studies." (1922)

Edwin Herbert Hall Physics Prize: A prize, named in honor of Edwin Herbert Hall, of the Class of 1875, the discoverer of the Hall Effect, is awarded each year to the best sophomore scholar in the field of physics. The prize consists of the income of a fund amounting to $2,696. (1953)

Edward Sanford Hammond Mathematics Prize: The annual income of a fund amounting to $1,341 is used to purchase a book that is awarded on recommendation of the Department of Mathematics to a graduating senior who is completing a major in mathematics with distinction. Any balance of the income from the fund may be used to purchase books for the department. The prize honors the memory of Edward S. Hammond, Ph.D., for many years Wing Professor of Mathematics, and was established by his former students at the time of his retirement. (1963)

Sumner Increase Kimball Prize: A prize consisting of the annual income of a fund of $4,019 established by the Honorable Sumner Increase Kimball, Sc.D., of the Class of 1855, is awarded to that member of the senior class who has "shown the most ability and originality in the field of the Natural Sciences." (1923)

Eaton Leith French Prize: The annual income of a fund of $1,068 is awarded to that member of the junior class who, by his proficiency and scholarship, achieves outstanding results in the study of French literature. The prize was established in 1962 and endowed in 1966 by James M. Fawcett III, of the Class of 1958, to honor Eaton Leith, A.M., professor of Romance languages emeritus. (1962)

Noel C. Little Prize in Experimental Physics: A prize amounting to the income of a fund of $373 named in honor of Noel C. Little, of the Class of 1917, professor of physics emeritus, and Josiah Little Professor of Natural Science Emeritus, to be awarded "to a graduating senior who has distinguished himself in experimental physics." (1968)

Charles Harold Livingston Honors Prize in French: The annual income of a fund of $1,469 is awarded to encourage independent scholarship in the form of honors theses in French. The fund was established by former students of Charles Harold Livingston, Ph.D., Longfellow Professor of Romance Languages, upon the occasion of his retirement. (1956)

Donald and Harriet S. Macomber Prize in Biology: A fund of $6,275 established by Dr. and Mrs. Donald Macomber in appreciation for the many contributions of Bowdoin in the education of members of their family—David H. Macomber '39, Peter B. Macomber '47, Robert A. Zottoli '60, David H. Macomber, Jr. '67, and Steven J. Zottoli '69. The income of the fund is to be awarded annually as a prize to the outstanding student in the Department of Biology. If in the opinion of the department in any given year there is no student deemed worthy of this award, the award may be withheld and the income for that year added to the principal of the fund. (1967)

Philip Weston Meserve Fund: A prize consisting of the annual income of a fund of $869 in memory of Professor Philip Weston Meserve, of the Class of 1911, "to be used preferably to stimulate interest in Chemistry." (1941)

Noyes Political Economy Prize: A prize consisting of the annual income of a fund of $1,708 established by Crosby Stuart Noyes, A.M. (Bowdoin, 1887), is awarded to the best scholar in political economy. (1897)

The Old Broad Bay Prizes in Reading German: The income from a fund of $1,510 given by Jasper J. Stahl, Litt.D., of the Class of 1909, and by others to be awarded to students who in the judgment of the department have profited especially from their instruction in German. The fund is established as a living memorial to those remembered and unremembered men and women from the valley of the Rhine who in the eighteenth century founded the first German settlement in Maine at Broad Bay, which is now Waldoboro. (1964)

Pray English Prize: A prize consisting of the annual income of a fund of $1,848 given by Thomas Jefferson Worcester Pray, M.D., of the Class of 1844, is awarded to the best scholar in English literature and original English composition. (1889)

Sewall Greek Prize: A prize of $25 from the income of a fund of $2,235 given by Jotham Bradbury Sewall, D.D., of the Class of 1848, formerly professor of Greek in the College, is awarded to the member of the sophomore class who sustains the best examination in Greek. (1879)

Sewall Latin Prize: A prize of $25 from the income of a fund of $2,235 given by Professor Sewall is awarded to the member of the sophomore class who sustains the best examination in Latin. (1879)

David Sewall Premium: A prize consisting of the annual income of a fund of $1,777 is awarded to a member of the freshman class for excellence in English composition. (1795)

Bertram Louis Smith, Jr., Prize: A bequest of $5,828 from Bertram Louis Smith, in memory of his son, a member of the Class of 1903, to encourage excellence of work in English literature. The annual income of this fund is awarded by the department to a member of the junior class who has completed two years' work in English literature. Ordinarily it is awarded to a student majoring in English and performance of major work as well as record in courses is taken into consideration. (1925)

Smyth Mathematical Prize: A fund of $9,981, the gift of Henry Jewett Furber, of the Class of 1861, named by him in honor

of Professor William Smyth. Three hundred dollars, the income of the fund, is given to that student in each sophomore class who obtains the highest rank in the mathematical studies of the first two years. The rank is determined mainly by the daily recitations, but the faculty may in its discretion order a special examination, the result of which will be combined with the recitation rank. The successful candidate receives one-third of the prize at the time the award is made. The remaining two-thirds is paid to him in installments at the close of each term during junior and senior years. If a vacancy occurs during those years, the next in rank secures the benefit of the prize for the remainder of the time. (1876)

Lea Ruth Thumim Biblical Literature Prize: A prize consisting of the annual income of a fund of $1,265 given by Carl Thumim in memory of his wife, Lea Ruth Thumim, is awarded each year by the Department of Religion to the best scholar in biblical literature. (1959)

Prizes in Debating and Speaking

Edgar Oakes Achorn Prize Fund: The income of this fund of $1,743 is distributed as prizes to the winning team in an annual debate between members of the freshman and sophomore classes. First prize, approximately $70; second prize, approximately $45. (1932)

Alexander Prize Fund: This fund of $2,137 was established by the Honorable DeAlva Stanwood Alexander, LL.D., of the Class of 1870, and furnishes two prizes, three-fifths and two-fifths of the annual income for excellence in select declamation. Competition is open to freshmen, sophomores, and juniors. First prize, approximately $85; second prize, approximately $55. (1905)

Bradrury Debating Prize: The annual income on $3,058 of a fund of $7,366 given by the Honorable James Ware Bradbury, LL.D., of the Class of 1825, is awarded for excellence in debating. First team, approximately $130; second team, approximately $65. (1901)

Class of 1868 Prize: A prize of $100, supported from a fund of $1,552 contributed by the Class of 1868, is awarded to the author of the second-best Commencement Part. (1868)

Hiland Lockwood Fairbanks Prize Fund: This fund of $3,424 was established by Captain Henry Nathaniel Fairbanks, of Bangor, in memory of his son, Hiland Lockwood Fairbanks, of the Class of

1895. Of the annual income of approximately $230, one-half is awarded as a single prize of approximately $60 for excellence in both advanced public speaking (*Speech* 5) and in debate (*Speech* 6), and the remaining one-half, in a two-to-one ratio, is to be awarded as first and second prizes to the two outstanding students in the fall semester of *Speech* 1. (1909)

Goodwin Commencement Prize: Established by the Reverend Daniel Raynes Goodwin, D.D., of the Class of 1832, a prize of $200 is awarded to the author of the best Commencement Part. (1882)

Wilmot Brookings Mitchell Debate Trophy: This trophy, presented by an anonymous donor, is to be inscribed annually with the winner of a competition among the undergraduate groups and awarded to that group which has won three annual competitions. (1953)

Stanley Plummer Prizes: Of the annual income of approximately $100 of a fund of $1,516 established by Stanley Plummer, of the Class of 1867, first and second prizes, in a two-to-one ratio, will be awarded to the outstanding students in the spring semester of *Speech* 1. (1919)

Essay Prizes

Philo Sherman Bennett Prize Fund: This fund of $864 was established by the Honorable William Jennings Bryan from trust funds of the estate of Philo Sherman Bennett, of New Haven, Connecticut. The proceeds are used for a prize of approximately $55 for the best essay discussing the principles of free government. Competition is open to juniors and seniors. (1905)

Brown Composition Prizes: Two prizes of approximately $80 and $55, the annual income of a fund of $2,054 established by Philip Greely Brown, of the Class of 1877, in memory of Philip Henry Brown, Esq., of the Class of 1851, are offered to members of the senior class for excellence in extemporaneous English composition. (1874)

General R. H. Dunlap Prize: This fund of $5,136 was established by Katherine Wood Dunlap in memory of her husband, Robert H. Dunlap, Brigadier General, U.S.M.C. The annual income is to be awarded to the student who writes the best essay on the subject of "service." (1970)

Horace Lord Piper Prize: A prize consisting of the income of a fund of $2,062 established by the Honorable Sumner Increase Kimball, Sc.D., of the Class of 1855, in memory of Major Horace Lord Piper, of the Class of 1863. It is awarded to that member of the sophomore class who presents the best "original paper on the subject calculated to promote the attainment and maintenance of peace throughout the world, or on some other subject devoted to the welfare of humanity." (1923)

Prizes in Creative Arts

Bowdoin Orient Prizes: Six cash prizes are offered by the Bowdoin Publishing Company and are awarded each spring to those members of *The Bowdoin Orient* staff who have made the most significant contribution to the *Orient* in the preceding volume. (1948)

Abraham Goldberg Prize: A prize of $10, from a bequest of Abraham Goldberg, is awarded annually to that member of the senior class who, in the opinion of a faculty committee of which the director of theater is chairman, has shown, in plays presented at the College during the two years preceding the date of award, the most skill in the art of designing or directing. (1960)

Hawthorne Prize: The income of a fund of $340 given in memory of Robert Peter Tristram Coffin, B.Litt. (Oxon.), Litt.D., of the Class of 1915, Pierce Professor of Literature, and in memory of the original founders of the Hawthorne Prize: Nora Archibald Smith and Mrs. George C. Riggs (Kate Douglas Wiggin), Litt.D. It is awarded each year to the author of the best short story. The competition is open to members of the sophomore, junior, and senior classes. (1903)

Masque and Gown Figurine: A figurine, "The Prologue," carved by Gregory Wiggin, is presented annually to the author of the prize-winning play in the One-Act Play Contest, and held by him until the following contest. (1937)

Masque and Gown One-Act Play Prizes: Cash prizes are awarded annually for excellence in various Masque and Gown activities, including playwriting, directing, and acting. (1934)

Alice Merrill Mitchell Prize: A prize consisting of the annual income of a fund of $2,559, given by Wilmot Brookings Mitchell, L.H.D., Litt.D., of the Class of 1890, Edward Little Pro-

fessor of Rhetoric and Oratory, in memory of his wife, Alice Merrill Mitchell, is awarded annually to that member of the senior class who, in the opinion of a faculty committee of which the director of theater is chairman, has shown, in plays presented at the College during the two years preceding the date of award, the most skill in the art of acting. (1951)

Poetry Prize: A prize of $15 is given each semester for the best poem on Bowdoin written by an undergraduate. (1926)

George H. Quinby Award: Established in honor of "Pat" Quinby, for thirty-one years director of dramatics at Bowdoin College, by his former students and friends in Masque and Gown, the award is presented annually to the first-year member of Masque and Gown who makes an outstanding contribution through his interest and participation in Masque and Gown productions. The recipient is selected by the director of theater, the theater technician, and the president of Masque and Gown. The award consists of the income from a fund of $457. (1967)

Forbes Rickard, Jr., Poetry Prize: A prize consisting of the annual income of a fund of $781 given by a group of alumni of the Bowdoin chapter of Alpha Delta Phi Fraternity in memory of Forbes Rickard, Jr., of the Class of 1917, who lost his life in the service of his country, is awarded to the undergraduate writing the best poem. (1919)

Mary B. Sinkinson Short Story Prize: A prize consisting of the annual income of a fund of $2,325 established by John Hudson Sinkinson, of the Class of 1902, in memory of his wife, Mary Burnett Sinkinson, is awarded each year for the best short story written by a member of the junior or senior class. (1961)

Awards for Character and Leadership

Leslie A. Claff Track Trophy: A trophy presented by Leslie A. Claff, of the Class of 1926, to be awarded "at the conclusion of the competitive year to the outstanding performer in track and field athletics who, in the opinion of the Dean, the Director of Athletics, and the Track Coach, has demonstrated outstanding ability accompanied with those qualities of character and sportsmanship consistent with the aim of intercollegiate athletics in its role in higher education." (1961)

Francis S. Dane Baseball Trophy: A trophy presented to the College by friends and members of the family of Francis S. Dane,

of the Class of 1896, is awarded each spring "to that member of the varsity baseball squad who, in the opinion of a committee made up of the Dean of the College, the Director of Athletics, and the Coach of Baseball, best exemplifies high qualities of character, sportsmanship, and enthusiasm for the game of baseball." (1965)

William J. Fraser Basketball Trophy: The William J. Fraser Basketball Trophy, presented by Harry G. Shulman H '71 in memory of William J. Fraser, of the Class of 1954, is awarded annually to that member of the basketball team who best exemplifies the spirit of Bowdoin basketball. The recipient is selected by the coach, the athletic director, and the dean of the College. (1969)

Andrew Allison Haldane Cup: A cup given by fellow officers in the Pacific in memory of Captain Andrew Allison Haldane, USMCR, of the Class of 1941, awarded to a member of the senior class who has outstanding qualities of leadership and character. (1945)

Lucien Howe Prize: A fund of $7,285, given by Lucien Howe, M.D., Sc.D., of the Class of 1870. Fifty dollars from the income is "awarded by the Faculty to that member of the Senior Class who, during his college course, by example and influence has shown the highest qualities of gentlemanly conduct and character, the award to be either in cash or in the form of a medal, according to the wish of the recipient." The remainder is expended by the president to improve the social life of the undergraduates. (1920)

Winslow R. Howland Football Trophy: A trophy presented to the College by his friends in memory of Winslow R. Howland, of the Class of 1929, is awarded each year to that member of the varsity football team who has made the most marked improvement on the field of play during the football season, and who has shown the qualities of cooperation, aggressiveness, enthusiasm for the game, and fine sportsmanship so characteristic of Winslow Howland. (1959)

Elmer Longley Hutchinson Cup: A cup given by the Bowdoin chapter of Chi Psi Fraternity in memory of Elmer Longley Hutchinson, of the Class of 1935, is awarded annually to a member of the varsity track squad for high conduct both on and off the field of sport. (1939)

Samuel A. Ladd Tennis Trophy: A trophy presented by Samuel Appleton Ladd, Jr., of the Class of 1929, and Samuel Appleton

Ladd III, of the Class of 1963, awarded to a member of the varsity team who during the year by his sportsmanship, cooperative spirit, and character has done the most for tennis at Bowdoin. The award winner's name is to be inscribed on the trophy each year. (1969)

George Levine Memorial Soccer Trophy: A trophy presented by Lieutenant Benjamin Levine, coach of soccer in 1958, is awarded to that member of the varsity soccer team exemplifying the traits of sportsmanship, valor, and desire. (1958)

Robert B. Miller Trophy: A trophy, given by former Bowdoin swimmers, in memory of Robert B. Miller, coach of swimming, is awarded annually "to the Senior who, in the opinion of the coach, is the outstanding swimmer on the basis of his contribution to the sport." Winners will have their names inscribed on the trophy and will be presented with bronze figurines of swimmers. (1962)

Hugh Munro, Jr., Memorial Trophy: A trophy given by his family in memory of Hugh Munro, Jr., of the Class of 1941, who lost his life in the service of his country. It is inscribed each year with the name of that member of the Bowdoin varsity hockey team who best exemplifies the qualities of loyalty and courage which characterized the life of Hugh Munro, Jr. (1946)

Paul Nixon Basketball Trophy: Given to the College by an anonymous donor, and named in memory of Dean Paul Nixon, LL.D., L.H.D., in recognition of his interest in competitive athletics and sportsmanship, this trophy is inscribed each year with the name of the member of the Bowdoin varsity basketball team who has made the most valuable contribution to this team through his qualities of leadership and sportsmanship. (1959)

Col. William Henry Owen Premium: An award of the income of a fund of $952 established by Frederick Wooster Owen, M.D., in memory of his brother, Colonel William Henry Owen, A.M., of the Class of 1851, is awarded at Commencement "to some graduating student recognized by his fellows as a humble, earnest, and active Christian." (1916)

Wallace C. Philoon Trophy: Given by Wallace Copeland Philoon, M.S., Major General, U.S.A., of the Class of 1905, this trophy is awarded each year to a nonletter winner of the current season who has made an outstanding contribution to the football team. The award is made to a man who has been faithful in at-

tendance and training and has given his best efforts throughout the season. (1960)

William J. Reardon Memorial Football Trophy: A replica of this trophy, which was given to the College by the family and friends of William J. Reardon, of the Class of 1950, is presented each year to a senior on the varsity football team who has made an outstanding contribution to his team and his college as a man of honor, courage, and ability, the qualities which William J. Reardon exemplified at Bowdoin College on the campus and on the football field. (1958)

Franklin Delano Roosevelt Cup: A cup, furnished by the Bowdoin chapter of Alpha Delta Phi Fraternity, to be inscribed annually with the name of that member of the three lower classes whose vision, humanity, and courage most contribute to making Bowdoin a better college. (1945)

Harry G. Shulman Hockey Trophy: The Harry G. Shulman Hockey Trophy is awarded annually to that member of the hockey squad who has shown outstanding dedication to Bowdoin hockey. The recipient will be elected by a vote of the coach, the athletic director, and the dean of the College. (1969)

Prizes in Extracurricular Activities and Scholarship

James Bowdoin Cup: This cup, given by the Alpha Rho Upsilon Fraternity, is awarded annually on James Bowdoin Day to the student who in his previous college year has won a varsity letter in active competition and has made the highest scholastic average among the students receiving varsity letters. In case two or more students should have equal records, the award shall go to the one having the best scholastic record during his college course. The name of the recipient is to be engraved on the cup and the cup retained for the following year by that college group (fraternity or nonfraternity) of which the recipient is a member. (1947)

Orren Chalmer Hormell Cup: A cup, given by the Sigma Nu Fraternity at the College, in honor of Orren Chalmer Hormell, Ph.D., D.C.L., DeAlva Stanwood Alexander Professor of Government Emeritus, is awarded each year to a sophomore who, as a freshman, competed in freshman athletic competition as a regular member of a team, and who has achieved outstanding scholastic honors. A plaque inscribed with the names of all of the cup winners is kept on display. (1949)

Roliston G. Woodbury Memorial Award: Established in 1963 as the Roliston G. Woodbury Award by the Textile Veterans Association to honor the contributions of Roliston G. Woodbury, of the Class of 1922 and a member of the Board of Overseers, to the textile industry, it was renamed the Roliston G. Woodbury Memorial Award following his death in 1968. The annual award consists of a $50 U.S. Savings Bond and a bronze medallion and is awarded to a student on the basis of scholarship, leadership, and extracurricular activities. (1963)

Military Prizes

The General Philoon Trophy: A cup given by Wallace Copeland Philoon, M.S., Major General, U.S.A., of the Class of 1905, is awarded each autumn to that member of the senior class who has made the best record at the summer camp of the ROTC. (1951)

The Pershing-Presnell Sword: A sword presented in honor of General John J. Pershing to Major John Finzer Presnell, Jr., '36, as the First Captain of the Class of 1940 at the United States Military Academy. Following the death of Major Presnell in the Second World War, his parents gave the sword to Bowdoin College. The Pershing-Presnell Sword is assigned to the Cadet Colonel commanding the Bowdoin College Battle Group, Reserve Officers' Training Corps, and the shield bearing the sword is inscribed with his name. (1951)

Miscellaneous Prize

Abraxas Award: A plaque is awarded to the school sending three or more graduates to the College, whose representatives maintain the highest standing during their freshman year.This award was established by the Abraxas Society. (1915)

PHI BETA KAPPA

The Phi Beta Kappa Society, national honorary fraternity for the recognition and promotion of scholarship, was founded at the College of William and Mary in 1776. The Bowdoin Chapter (Alpha of Maine), the sixth in order of establishment, was founded in 1825.

Election is on the basis of scholarly achievement, in estimating which, consideration is given primarily to grades in courses, secon-

darily (at graduation) to departmental honors. Elections may be held twice a year—in February and June. Candidates must have completed twenty-four semester units for college credit.

JAMES BOWDOIN DAY

Named in honor of the earliest patron of the College, James Bowdoin Day was instituted in 1941 to accord recognition to those undergraduates who distinguish themselves in scholarship. At a convocation of the entire college, the exercises consist of the announcement of awards, the presentation of books, a response by an undergraduate, and an address.

The James Bowdoin Scholarships, carrying no stipend, are awarded to undergraduates who have completed two semesters' work, in recognition of high scholarship in their courses to date.

A book, bearing a replica of the early college bookplate serving to distinguish the James Bowdoin Collection in the Library, is presented to every undergraduate who has carried a full course program and has received a grade of High Honors in each of his courses during the last academic year.

THE FACULTY DEVELOPMENT FUND

This fund, now amounting to approximately $273,447, was established by Charles Austin Cary, LL.D., of the Class of 1910. The income from the fund is expended each year "for such purpose or purposes, to be recommended by the President and approved by the Governing Boards, as shall be deemed to be most effective in maintaining the caliber of the Faculty." These purposes may include, but not be limited to, support of individual research grants, or productive use of sabbatical leaves, added compensation for individual merit or distinguished accomplishment, and other incentives to encourage individual development of teaching capacity, and improvement of faculty salaries.

FACULTY RESEARCH FUND

This fund, founded by the Class of 1928 on the occasion of its twenty-fifth anniversary and amounting to $20,073, is open to additions from other classes and individuals. The interest from the fund is used to help finance research projects carried on by members of the faculty.

SUMNER TUCKER PIKE FUND

This fund, amounting to $1,542, was established by an anonymous donor in 1966 in recognition of the many significant services to the country and to the College of Sumner T. Pike, LL.D., of the Class of 1913, the fund to be used in accordance with the wishes of the donor that "the principal and/or income of this fund be applied at the discretion of the President of Bowdoin College, preference to be given to support of research and/or publications of studies in the social sciences (including history)."

UNDERGRADUATE RESEARCH ASSISTANCE

Surdna Foundation Undergraduate Research Fellowship Program

An undergraduate research fellowship program established in 1959 was renamed in 1968 the Surdna Foundation Undergraduate Research Fellowship program in recognition of two gifts of the Surdna Foundation, of Yonkers, New York. The income from a fund of $211,167, which these gifts established, underwrites the program's costs. Fellowships may be awarded annually to highly qualified seniors. Each Surdna Fellow participates under the direction of a faculty member in a research project in which the faculty member is independently interested.

The purpose is to engage the student directly in a serious attempt to extend man's knowledge. Each project to which a Surdna Fellow is assigned must therefore justify itself independently of the program, and the Fellow is expected to be a participant in the research, not a mere observer or helper. The nature of the projects differs from discipline to discipline, but all should give the Fellow first-hand acquaintance with productive scholarly work. Should the results of the research be published, the faculty member in charge of the project is expected to acknowledge the contribution of the Surdna Fellow and of the program.

Surdna Fellows are chosen each spring for the following academic year. Awards are made on the basis of the candidate's academic record and departmental recommendation, his particular interests and competence, and the availability at the College of a research project commensurate with his talents and training. Acceptance of a Surdna Fellowship does not preclude working for Honors and the financial need of a candidate does not enter into the awarding of fellowships. Surdna Fellows are, however, obligated to refrain from employment during the academic year.

List of Fellows and Projects: 1972-1973

Biochemistry

Jeff W. Lichtman '73, "The Role of Membrane Potentials in Energy-Coupling" (with Professor John L. Howland).

Biology

Paul G. Meadows '73, "Electrophoretic Studies of Teleost Proteins" (with Professor James M. Moulton).

Chemistry

Saul P. Greenfield '73, "Isolation and Characterization of an Estrogenic Hormone Present in Shrimp Eggs" (with Professor Dana W. Mayo).

R. Patrick Johnson '73, "Computer Related Problems in Chemistry" (with Professor George R. Anderson).

Economics

Mark W. Gellerson '73, "Supply of Public Higher Education Enrollment" (with Professor Thomas D. Hopkins).

English

Alfred C. Wright, Jr. '73, "Collation of Hawthorne's Personal Library" (with Professor Lawrence S. Hall).

German

Andrew A. Jeon '73, "Linguistic Motifs in Lessing's Plays" (with Professor James L. Hodge).

Government

John Medeiros '73, "The Right to Know" (with Professor Richard E. Morgan).

Mathematics

Daniel R. Corro '73, "Finite Groups and Their Modular Representations" (with Professor R. Wells Johnson).

Psychology

Deborah A. Stranges '73, "Memory in Deaf and Hearing Children" (with Professor Alfred H. Fuchs).

Sociology

Horace H. Lovelace '73, "Black American Voluntary Organizations: An Unknown Dimension of American Society" (with Professor Daniel W. Rossides).

The Alfred O. Gross Fund

This fund of $7,048, established by Alfred Otto Gross, Ph.D., Sc.D., Josiah Little Professor of Natural Science, and members of

his family, is designed to assist worthy students in doing special work in biology, preferably ornithology. Income from the fund may be used for such projects as research on Kent Island, travel to a given region or library for particular work, purchase of special apparatus, attendance at an ornithological congress or other scholarly gatherings, and publication of the results of research. Although the fund is administered by Bowdoin College, assistance from the fund is not limited to Bowdoin students.

Edward E. Langbein Summer Research Grant

An annual gift of the Bowdoin Fathers Association is awarded under the direction of the president of the College to undergraduates or graduates to enable the recipients to participate in summer research or advanced study directed towards their major field or life work. Formerly the Bowdoin Fathers Association Fund, the grant was renamed in 1970 in memory of a former president and secretary of the association.

UNDERGRADUATE INTERNSHIPS

Earle S. Thompson Student Fund

A fund of $25,000 given in 1967 in honor of Earle S. Thompson, of the Class of 1914, to provide administrative internships for seniors in Bowdoin's Senior Center Program.

Degrees Conferred in August 1971

MASTER OF ARTS

James Stuart Arnold II
Fred Eugene Brown
Eugenia Helena Czajkowski
William Spencer De Groat
Joyce Marie Finan
Louise Eaton Hackett
Laurice Marie Haines
Placid Kaczorek
Richard Norman Leavitt
Donald Wayne Robinson
Bradley Cornelius Sheridan
Walter Stanley Shields
James Adam Swan, Jr.
Janet Farster Taylor
Michael Anthony Vernieri, Jr.
Donna Jaquelin Warren

Degrees Conferred in June 1972

BACHELOR OF ARTS

Robert Lawrence Bassett
Philip Britton Bastable
Stephen Joseph Bisson
James Edward Blanford
Arthur Herman Bloom
Caroline C. Boardman
Roy James Bouchard
John Additon Bradford
David James Bradshaw
Robert Alston Brendler '70
Michael Joseph Brennan
Anthony Samuel Bucci, Jr.
Timothy Henry Buchman
Robert Dix Buckland
James Edward Burke
James Stuart Burnett
William Alfred Burroughs
Gerald Blair Bushey
Michael Wesley Bushey
Anita-Louise Butcher
George Hench Butcher III
Roger Alan Butters
Edward Thomas Byrne
David Robert Cameron '68
Alan Scott Campbell
Endres Mac Campbell, Jr.
Thomas Edgar Carbonneau
Everett Brown Carson '69

Richard Henry Casper
Thomas Joseph Cassidy
Mark Dennis Challberg
Peter Lord Chandler
Matthew Edward Clenott
James Lincoln Coffin
Craig George Cogger
Richard Alan Cohen
Roger Lloyd Conover
Janet Elizabeth Cool
Joseph Patrick Costello
Anne Cooper Cotton
Peter Melvin Cross
Douglas Howard Crowther
Randall Kingman Curtis
Joseph Martin Cusack
Frederick Leo Cusick
Russell Clement Dabrowski
Joseph William deFuria, Jr.
Albert Joseph DeMoya
Mark Emil Detering
John Shelley Detweiler
Vincent Anthony DiCara
Dana John Donovan '71
Edward Bernard Dowd
Jeffrey Newell Drummond
Roger Dean Eliason
David Frank Fasulo
Stephen Andrew Fay
Stephen Daniel Fendler
Blair Courtney Fensterstock
Ralph Peter Finos
James Henry Fitzpatrick
Dale Butler Flora
Robert James Foley
Thomas Roy Friedlander
Richard Earl Fudge
Thomas John Garabedian
John Wilson Georgitis
Daniel Joseph Gilmore III
C. Mitchell Goldman
Stephen Francis Gormley
Paul Robert Guerin
Aubrey Arnold Haffiz
William Taylor Hale
David Francis Haley '69
Gary John Hallee
William Raye Hamblen
John Joseph Hamson
Richard Anthony Hardej
Dean Kenneth Harring
Charles Stephen Harrington
Thomas George Harrison
David Robinson Hastings III
Michael Morgan Hastings
Jonathan Daniel Hatch '71
Charles Evans Hayward
Peter Neal Hess
Robert Page Hill
Stephen Oliver Holmes
Stephen Thomas Horwitz
Peter Randolph Houghton
William Braid Huff
Matthew Hilry Hunter, Jr.
Richard Edward James Hunter
John Joseph Huszonek
Leonard Philip James
Mark Stevan Jelavich
Glenn Scott Kaplan
Lawrence Charles Kaplan
Gregory Vahe Karakashian '70
Matthew Robert Kaufman
Richard Gardner Kimball
Wayne Scott Kimball
Coleman Edward King
Stephen John Knerly, Jr.
Donald Stewart Lade
Frederic Williams Lambie
Ottavio Lattanzi
Harvey Thompson Lee
Linda Susan Lee
James Linden Lefferts
Alton Mahlon Leighton, Jr.
Charles Joseph Lemay
Andrew Victor Levin
Mark Henry Lewis

William Michael Licata
Robert Henry Lochte
William David Loeffler
Donald Bruce Lowry
Richard Craig Ludmerer
Bruce John McGhee
Edward Joseph Macioci
Robert Wayne McKenna
Gregory Vaughn McQuater
William Margolin '67
George Rowe Marvin
John Oliver Mayes III
Wayne Alan Mayo '70
Luke Jeffrey Meehan
Scott Hamlin Melvin
William Roger Meservey
Alexander Leon Mesrobian
Lewis Howard Miller
Barry Mills
Andrew Christian Francis Mirchel
John Harley Mitchell, Jr., '71
William James Moran '71
Stephen Wilde Moriarty
Stephen Alfred Morris
Thomas Burns Murphy
John Lewis Myers
Michael Lawrence Nadeau '71
Philip Gerald Nadeau
Steven Franklin Nelson
Gregory Warner Nevens
Beverly Ann Newcombe
James Jacob Newman
David Bobbitt Noel, Jr.
Frederick Nichols Nowell III
Barry Stephen O'Connell
Dennis Gene O'Keefe
Russell Kimball Outhuse
Peter Parashes
Richard Scott Parasiliti
John Hopkins Parsons
Edward Francis Patch
Nicholas Peachy
David Duane Pearce
Michael Anthony Perlino
Susan Louise Perry
David Petersante
Rodney Clarence Piette
Robert Louis Pilot
Philip Jacques Pines
Jonathan Simms Piper
John Pipinias
David Lee Potter
Paul Frederick Poulin
Thomas Paul Progin
Bowden Stanley Quinn
Theodore Ingram Raabe
Whitaker Hall Raymond
Alfred Luis Rehder
Andrew Jed Reicher
Stephen David Reid
Allen Hume Renear
John Arthur Rhodes
Richard Everett Rice
Peter Blaine Robinson
Paul Ronty, Jr.
Brian Francis Rosso
John Anthony Roumas
Stephen Alfonso Rucker
Howard Lawrence Rudy
Michael Anthony Ryan
Richard Dana Sadoski
David Angus Salmon
David Ashmore Sampson
Sam Edwin Sato
Edward Harvey Schuster
David Francis Sheehan
Robert Francis Sheehy
John Frank Sherwood '69
John McClare Shugert
Jonathan Stephen Smith
Steven Roger Sortevik
David Alan Spears '71
James Avery Sterling
Andrew Lester Stern
Ernest Max Stern

Harold Randall Stiffler
Nancy Sterling Stuart
John Edward Swick
Duane Richard Taylor
Stephen Robert Theroux
Paul Gerard Thibeault
Arnold Rodney Tompkins
Bernard Richard Tonoli, Jr.
Charles Warren Tucker
Thomas David Turner III
Thomas Tzikas
Roberto Augusto Vargas
Thomas Arthur Varley
Dana Peter Verrill
Michael Harold Patrick Walsh
James Harvey Walzer
Elizabeth Faulkner Warren
James Arthur Washington II
Clifford Sewall Webster
William Thompson Webster, Jr.
John Dale Wendler
Donald Wilson Westfall
Benjamin Bradford Whitcomb III '71
David Sandin Whiteside
Clifford Herman Wieck
Hobert Oakes Winchell '71
John Chester Wirzbicki
Lawrence Charles Wolfe
John Alden Woodcock, Jr.
Thomas G. Wourgiotis
Carleton Clark Young III
Michael Alan Zimman '71

RECIPIENTS OF HONORARY DEGREES

Doctor of Humane Letters

Richard Kenneth Barksdale

Doctor of Laws

Sanford Burnham Cousins
William Butler Mills
John Winchell Riley, Jr.
Kenneth Winfred Thompson

Doctor of Literature

Alfred Bennett Harbage

Doctor of Science

Matilda White Riley

Master of Arts

John Wallace Stevens

Appointments, Prizes and Awards

PHI BETA KAPPA ELECTIONS

Class of 1972

Robert Lawrence Bassett
David James Bradshaw
George Hench Butcher III
Thomas Edgar Carbonneau
Mark Dennis Challberg
Craig George Cogger
Richard Alan Cohen
Jeffrey Newell Drummond
Roger Dean Eliason
Blair Courtney Fensterstock
Thomas George Harrison
John Joseph Huszonek
Mark Stevan Jelavich
Matthew Robert Kaufman
Stephen John Knerly, Jr.
Frederic Williams Lambie
James Linden Lefferts
William Roger Meservey
Ernest Max Stern
William Thompson Webster, Jr.
Lawrence Charles Wolfe

Class of 1973

Daniel Rice Corro
Lewis David Epstein
Saul Philip Greenfield
John Joseph Jacobson
Alfred Carter Wright, Jr.

HONORARY APPOINTMENTS

Summa Cum Laude

Robert Lawrence Bassett
David James Bradshaw
Timothy Henry Buchman
Thomas Edgar Carbonneau
Craig George Cogger
Janet Elizabeth Cool
Jeffrey Newell Drummond
Blair Courtney Fensterstock
Thomas George Harrison
Mark Stevan Jelavich
Matthew Robert Kaufman
Stephen John Knerly, Jr.
Frederic Williams Lambie
William Roger Meservey
Rodney Clarence Piette
Ernest Max Stern
William Thompson Webster, Jr.
Clifford Herman Wieck
Lawrence Charles Wolfe

Magna Cum Laude

William Alfred Burroughs
Anita-Louise Butcher
George Hench Butcher III
Edward Thomas Byrne

Richard Henry Casper
Mark Dennis Challberg
Richard Alan Cohen
Anne Cooper Cotton
Joseph Martin Cusack
Russell Clement Dabrowski
Roger Dean Eliason
Robert James Foley
Thomas John Garabedian
John Wilson Georgitis
John Joseph Huszonek
James Linden Lefferts
Mark Henry Lewis
Donald Bruce Lowry
Richard Graig Ludmerer
Alexander Leon Mesrobian
John Lewis Myers
James Jacob Newman
Peter Parashes
David Duane Pearce
Jonathan Simms Piper
David Lee Potter
David Francis Sheehan
John Edward Swick
Duane Richard Taylor
Roberto Augusto Vargas
Elizabeth Faulkner Warren

Cum Laude

Caroline C. Boardman
Robert Dix Buckland
Roger Alan Butters
Endres Mac Campbell, Jr.
Peter Lord Chandler
Matthew Edward Clenott
James Lincoln Coffin
Roger Lloyd Conover
Peter Melvin Cross
Joseph William deFuria, Jr.
James Henry Fitzpatrick
Thomas Roy Friedlander
Daniel Joseph Gilmore III
C. Mitchell Goldman
Gary John Hallee
William Raye Hamblen
Charles Evans Hayward
Peter Neal Hess
Glenn Scott Kaplan
Linda Susan Lee
William David Loeffler
Edward Joseph Macioci
Barry Mills
Beverly Ann Newcombe
Frederick Nichols Nowell III
Barry Stephen O'Connell
Susan Louise Perry
Alfred Luis Rehder
Andrew Jed Reicher
John Arthur Rhodes
Howard Lawrence Rudy
Michael Anthony Ryan
David Ashmore Sampson
Edward Harvey Schuster
Paul Gerard Thibeault
Charles Warren Tucker
Thomas Arthur Varley
Donald Wilson Westfall
David Sandin Whiteside
John Alden Woodcock, Jr.

HONORS IN SUBJECTS AND TITLES OF THESES

BIOLOGY: *Honors,* Robert Lawrence Bassett. *A Study of Oxidative Phosphorylation in Congestive Heart Failure.*

Barry Mills, *The Role of Cytochrome b in Oxidative Phosphorylation.*

Edward Harvey Schuster, *Metabolic and Potassium Ion Studies of Whole Ascites Sarcoma 1A Cells.*

BIOLOGY-CHEMISTRY: *High Honors,* Matthew Robert Kaufman, *Respiration and Ion Translocation Studies of Isolated Rat Intestinal Epithelial Cells.*

CHEMISTRY: *Highest Honors,* Mark Dennis Challberg, *Auxin Biosynthesis in the Mouse Liver: Circadian Rhythms of Enzyme Titer.*

Craig George Cogger, *Isolation and Structural Determination of Sesquiterpene Alcohols from Copaiba Oil.*

Richard Alan Cohen, *An Electron Spin Resonance Study of a Bacteriochlorophyll-Water Aggregate Which Has Biological Importance.*

High Honors, John Wilson Georgitis, *The Effects of Calcium-regulating Hormones on Ion Translocation in Isolated Mitochondria.*

Honors, Russell Clement Dabrowski, *An Investigation of Gibberellin Synthesis in* Chlamydomonas Reinhardi.

Thomas George Harrison, *Composting as an Alternative Method of Sewage Sludge Disposal.*

James Linden Lefferts, *Preparation of a New Derivative of 1,2-Ethylene Diphosphine.*

CLASSICS: *Highest Honors,* Lawrence Charles Wolfe, *The Plague at Athens: Diphtheria.*

Honors, Frederick Nichols Nowell III, *A Prominent Peucinian's Poetical Preferences; or, Translation and Analysis of a Latin Oration Written and Delivered at Bowdoin College by Henry Wadsworth Longfellow.*

ECONOMICS: *High Honors,* Mark Stevan Jelavich, *The Formulation and Testing of a Mathematical and Statistical Model of the Market for Hogs, 1952-1968.*

William Thompson Webster, Jr., *Oligop: An Instructional Oligopolistic Market Simulation.*

Honors, Peter Lord Chandler, *Measurement of Demand Elasticities in International Trade: A Critical Study.*

Robert James Foley, *The Role of the Commerce Clause in the Economic Development of the United States to 1887.*

ENGLISH: *High Honors,* David James Bradshaw, *Concerning the Tragic Hero, His "Flaw" and the Tragic Universe.*

Honors, Thomas Arthur Varley, *Uses of the Stream of Consciousness Technique in the Novels of Richardson, Joyce, and Woolf.*

FRENCH: *Highest Honors,* Thomas Edgar Carbonneau, *Les Préoccupations sociales, historiques, et politiques de Montesquieu: une tentative de définition.*

High Honors, Peter Lord Chandler, *Gide's Fiction: The Techniques of Characterization.*

Jeffrey Newell Drummond, *André Malraux: Social Reform through Revolutionary Action.*

David Francis Sheehan, La Modification *de Michel Butor: un nouveau pèlerinage baroque.*

GOVERNMENT: *Highest Honors,* Richard Craig Ludmerer, *The Kuomintang Party in Taiwan: Toward a Second Generation of Chinese Rule.*

High Honors, Edward Thomas Byrne, *Beyond Liberal Democracy: The Existential Politics of José Ortega y Gasset.*

Thomas Edgar Carbonneau, *The Machiavellian Dilemma—An Apparent Conflict between* Raison d'État *and Individual Liberty: Machiavelli, a Profoundly Moral Theoretician of the State.*

Honors, C. Mitchell Goldman, *Man Versus Machine: A Case Study of an Election.*

Michael Anthony Ryan, *The Political Game: The Use of Game Theory in Political Studies.*

James Harvey Walzer, *Guaranteed Annual Income: An Analysis.*

Thomas G. Wourgiotis, *A Study of the Ideological Development of the Industrial Workers of the World, 1905-1917.*

HISTORY: *High Honors,* Richard Henry Casper, *Sir Edward Coke and the High Commission.*

Stephen John Knerly, Jr., *Napoleon and Spain: From 18 Brumaire to Wagram.*

William Roger Meservey, *Polish-Soviet Relations, 1939-1945.*

John Alden Woodcock, Jr., *The Great Powers and American Independence: Franklin, Adams, and Jay and the Treaty of Paris.*

Honors, Charles Evans Hayward, *Revolution or Reform: The French Working Class, 1870-1914.*

Stephen Thomas Horwitz, *Melville Weston Fuller: A Study in Judicial Development.*

George Rowe Marvin, *The Passamaquoddy Bay Tidal Power Project and the New Deal.*

James Jacob Newman, *The Sequoyah Movement: Indian Territory's Campaign for Separate Statehood.*

David Lee Potter, *Jack Tar's Finest Hour: The Mutinies of 1797.*

MATHEMATICS: *High Honors,* George Hench Butcher III, *An Investigation of an Infinite Class of Finite Two-Groups.*

Honors, Timothy Henry Buchman, *Some Practical Considerations for the Ordering and Processing of Disk Files.*

PHILOSOPHY: *High Honors,* Rodney Clarence Piette, *Temporality and Transcendence: An Essay on Heidegger.*

PHYSICS: *Honors,* Gary John Hallee, *Superconductivity at 26 Gigahertz in Indium Resonant Cavities.*

William Raye Hamblen, *The Lorenz Number for Aluminum.*

Philip Jacques Pines, *Shape of the Superconducting Transition in Indium Wire Carrying DC Current: Dependence on Applied Magnetic Field Strength and Direction.*

John Arthur Rhodes, *Electron Spin Resonance of Rare Earth Ions at Low Temperatures: Hyperfine Effects.*

PSYCHOLOGY: *High Honors,* Peter Melvin Cross, *The Effect of Choosing Responses on the Learning of Chosen and Non-Chosen Responses in Paired-Associate Learning.*

Beverly Ann Newcombe, *One Picture: Worth How Many Words?*

Honors: Arthur Herman Bloom, *The Effects of Jeopardy to an Individual Versus an Institution in Individual and Group Ethical Risk Taking.*

Anita-Louise Butcher, *The Relation between Categories of Target and Background Items as a Determinant of Reacton Time in a Visual Search Task.*

Mark Henry Lewis, *Some Personality Correlates of Television Program Choice: Authoritarianism, Social Desirability, and Self-Esteem and* All in the Family.

Gregory Vaughn McQuater, *Acoustic Similarity and Self-terminating Search for Recall in Short-Term Memory.*

Religion: *Honors,* Joseph William deFuria, Jr., *Numinous Experience and I-Thou Relation.*

Harold Randall Stiffler, *A Comment on Creation.*

Sociology: *High Honors,* Peter Parashes, *An Investigation of the Effects of Sex, Time, and Sex-Ratio of School on the Position of College Undergraduates on Seven Variables.*

Honors, John Joseph Huszonek, *Sociological and Other Knowledge in Dealing with Alienation at an Interpersonal Level.*

AWARDS

Class of 1922 Graduate Scholarship: Barry Mills.

Charles Carroll Everett Scholarship: Robert James Foley.

Timothy and Linn Hayes Graduate Scholarship: Gregory Vaughn McQuater.

Guy Charles Howard Scholarship: Frederic Williams Lambie.

Henry W. Longfellow Graduate Scholarship: Linda Susan Lee.

Wilmot Brookings Mitchell Graduate Scholarship: David James Bradshaw.

Galen C. Moses Graduate Scholarship: Mark Dennis Challberg.

O'Brien Graduate Scholarships: Endres Mac Campbell, Jr., William Raye Hamblen, Robert Page Hill, Rodney Clarence Piette, John McClare Shugert, Charles Warren Tucker, Clifford Herman Wieck.

Lee G. Paul Scholarships: Bruce Lawrence Bushey '67, John Robert Getsinger '68.

Nathan Webb Research Scholarship: David Lawrence Bulow '69.

Arthur D. and Francis J. Welch Scholarship (for graduate study) : Raymond Arthur Chouinard '71.

Brown Memorial Scholarships: John Joseph Huszonek, Charles Whitney Redman III '73, Gail Anne Berson '75.

Rhodes Scholarship: Thomas Edgar Carbonneau.

Watson Fellowships: Roger Lloyd Conover, C. Mitchell Goldman.

Commencement Speakers: Jonathan Simms Piper, C. Mitchell Goldman, Everett Brown Carson '69, Robert Lawrence Bassett.

Alternate Commencement Speaker: Matthew Edward Clenott.

Goodwin Commencement Prize: Jonathan Simms Piper.

Class of 1868 Prize: Everett Brown Carson '69.

Almon Goodwin Phi Beta Kappa Prize: Daniel Rice Corro '73.

George Wood McArthur Prize: Robert Lawrence Bassett.

Curtis E. Chase Memorial Prize: Donald Bruce Lowry.

Andrew Allison Haldane Cup: James Stuart Burnett.

Lucien Howe Prize: James Jacob Newman.

Col. William Henry Owen Premium: Peter Melvin Cross.

Franklin Delano Roosevelt Cup: Barrett Jobill Cobb '73, Michael Wilson Mahan '73.

Class Marshal: John Hopkins Parsons.

Lea Ruth Thumim Biblical Literature Prize: Harold Randall Stiffler.

Copeland-Gross Biology Prize: John Wilson Georgitis.

Donald and Harriet S. Macomber Prize in Biology: Robert Lawrence Bassett.

American Chemical Society—Undergraduate Award in Analytical Chemistry: Thomas George Harrison.

Massachusetts Institute of Chemists Award: Craig George Cogger.

Merck Index Award: David Lathrop Morse '73.

Philip W. Meserve Prize in Chemistry: Saul Philip Greenfield '73.

Nathan Goold Classics Prize: Lawrence Charles Wolfe.

Noyes Political Economy Prize: Mark Stevan Jelavich.

Academy of American Poets' Prize: Roger Lloyd Conover.

Hawthorne Prize: Lawrence Charles Kaplan, Harold Randall Stiffler.

Poetry Prize: Neil Roy Cashman '74.

Pray English Prize: David James Bradshaw, Charles Warren Tucker.

Forbes Rickard, Jr., Poetry Prize: David James Bradshaw.

Mary B. Sinkinson Short Story Prize: Aubrey Arnold Haffiz, Gregory Thomas McManus '73.

Bertram Louis Smith, Jr., Prize in English Literature: Alfred Carter Wright, Jr., '73.

Edgar O. Achorn Debating Prizes: 1st: Gail Anne Berson '75, Frederick Mark Terison '75; 2nd: George Minott Clifford III '74, Christopher Ward Gahran '74.

DeAlva Stanwood Alexander Declamation Prizes: 1st: Christopher Ward Gahran '74; 2nd: Stevan Lemont Sylvester '73.

Bradbury Debating Prizes: 1st Award: Joseph Carroll Cove '73, David Allen McCarthy '73; 2nd Award: Gail Anne Berson '75, Frederick Mark Terison '75.

Hiland Lockwood Fairbanks Prizes in Public Speaking: *(Speech 1)* 1st: Nancy Ellen Reichley '75, 2nd: Adine Andrea Mable '75; *(Speech 5):* Bradford Williams Blakeley '75; *(Speech 6):* Frederick Mark Terison '75.

Goodwin French Prize: Kevin John Mitchell '75.

Charles Harold Livingston Honors Prize in French: Peter Lord Chandler.

The Old Broad Bay Prizes in Reading German: Scott Hamlin Melvin, Michael Kurt Heinrich Riedner '74, John Henry Seeler '75.

Philo Sherman Bennett Prize for Best Essay on Principles of Free Government: Richard Craig Ludmerer.

Brown Composition Prizes: 1st: David Duane Pearce; 2nd: Glenn Scott Kaplan.

Fessenden Prize in Government: Edward Thomas Byrne.

Sewall Greek Prize: Arthur Ray Baker, Jr. '74.

Class of 1875 Prize in American History: James Jacob Newman.

Cyrus W. Hoover Prize: Stephen John Knerly, Jr.

Hannibal Hamlin Emery Latin Prize: Robert Lawrence Bassett.

Sewall Latin Prize: James Louis Polianites, Jr. '74, William Jenkin Rees '74.

David Sewall Premium: Grady Scott Davis '75.

Edward Sanford Hammond Mathematics Prize: George Hench Butcher III, Frederic Williams Lambie.

Smyth Mathematical Prizes: Richard Warwick Zeamer '71, Daniel Rice Corro '73, Robert Allen Jackson '74.

Sue Winchell Burnett Music Prize: John Shelley Detweiler.

Sumner I. Kimball Prize for Excellence in Natural Sciences: Mark Dennis Challberg, Richard Alan Cohen.

Edwin Herbert Hall Physics Prize: Roger Christian Pasinski '74.

Noel C. Little Prize in Experimental Physics: Philip Jacques Pines.

Edward E. Langbein Summer Research Grant: Peter William Shaw '74.

James Bowdoin Cup: Blair Courtney Fensterstock.

Orren Chalmer Hormell Cup: David Ambrose Cole '74.

Roliston G. Woodbury Memorial Award: Charles Evans Hayward.

Leslie A. Claff Track Trophy: Richard Anthony Hardej.

Francis S. Dane Baseball Trophy: John Edward Swick.

William J. Fraser Basketball Trophy: Barry Stephen O'Connell.

Winslow R. Howland Football Trophy: Carson Nicholas Meehan '73.

Elmer Longley Hutchinson Cup (Varsity Track): Richard Anthony Hardej.

Samuel A. Ladd Tennis Trophy: William Wallace Sexton '73.

George Levine Memorial Soccer Trophy: James Lincoln Coffin.

Robert B. Miller Trophy (Swimming): Bowden Stanley Quinn.

Hugh Munro, Jr., Memorial Trophy (Hockey): Coleman Edward King.

Paul Nixon Basketball Trophy: Michael Joseph Brennan.

Wallace C. Philoon Trophy (Football): Thomas David Turner III.

William J. Reardon Memorial Football Trophy: Clifford Sewall Webster.

Harry G. Shulman Hockey Trophy: James Stuart Burnett.

Masque and Gown Figurine: Eric von der Luft '74.

Masque and Gown One-Act Play Prizes: Geoffrey Franklin Brown '74, Timothy John Donahue '74.

Abraham Goldberg Prize: Timothy Henry Buchman, James Edward Burke.

Alice Merrill Mitchell Prize: Franklin Philip Gavett, Jr. '71.

George H. Quinby Award: John Alfred Humphreys '75, John Fulham Mullin '75.

Bowdoin Orient Prizes: David Ambrose Cole '74, Frederick Leo Cusick, Paul Donald Glassman '74, Robert Henry Murphy '73, Richard James Patard '74, Timothy James Poor '75, Mark Lee Silverstein '73, Donald Wilson Westfall.

The Pershing-Presnell Sword: Dale Butler Flora.

The General Philoon Trophy: George Hench Butcher III.

Reserve Officers' Training Corps Awards: George Hench Butcher III, Dale Butler Flora, Geoffrey Derek Babb '73, Christopher Holleman '73, Frederick North Rowland, Jr. '73, Harry George Simmeth, Jr. '73, David Sellwood Bushy '74, Joseph Gerald Donahue '74, Kevin Ernest Bubriski '75, Neil Frederick Buono '75, Lawrence Zachary Pizzi '75.

Distinguished Military Graduate: Dale Butler Flora.

Armed Forces Commissions: Dale Butler Flora *(Second Lieutenant, Regular Army of the United States);* William Alfred

Burroughs, George Hench Butcher III, Roger Alan Butters, Ralph Peter Finos, David Robinson Hastings III, Thomas Arthur Varley *(Second Lieutenant, United States Army Reserve);* Mark Emil Detering *(Second Lieutenant, United States Marine Corps Reserve).*

JAMES BOWDOIN SCHOLARS

1971-1972

Mark William Anderson '74
Stephen Ashod Andon '73
Mark Andrew Ashford '73
Martin N'Goran Assoumou '73
Arthur Ray Baker, Jr. '74
Mark Stephen Baranowski '73
Robert Lawrence Bassett '72
John Lantta Beardslee '74
Richard Allen Bensen '74
Peter Allen Bieger '73
Kenneth Bernard Bixby '73
David Bolduc '74
David James Bradshaw '72
Mario Brossi '74
Peter Jay Brown '74
Barry Hale Browning '73
Charles Rinker Buck '73
George Hench Butcher III '72
Edward Thomas Byrne '72
James Edward Campbell '74
Duncan Breckenridge Carpenter '74
Richard Henry Casper '72
Mark Dennis Challberg '72
George Minott Clifford III '74
John David Clifford IV '73
Craig George Cogger '72
Richard Alan Cohen '72
David Ambrose Cole '74
Janet Elizabeth Cool '72
Daniel Rice Corro '73
Anne Howard Cotton '72
Joseph Carroll Cove '73
Frederic Whilock Davis, Jr. '74
Donna Louise Dionne '73
Joseph Gerald Donahue '74
Roger Dean Eliason '72
Lewis David Epstein '73
Blair Courtney Fensterstock '72
Robert James Foley '72
Ralph Anthony Gambardella '73
Thomas John Garabedian '72
Peter Thomas Geiss '74
Mark Wyman Gellerson '73
John Wilson Georgitis '72
Hilliard Todd Goldfarb '73
Saul Philip Greenfield '73
Thomas George Harrison '72
Peter Neal Hess '72
Donald Egon Hoenig '73
John Joseph Huszonek '72
Robert Allen Jackson '74
John Joseph Jacobson '73
Richard Kenneth Jeffery, Jr. '74
Mark Stevan Jelavich '72
Andrew Arthur Jeon '73
Raymond Patrick Johnson '73
Matthew Robert Kaufman '72
John Edward Kelley '74
Brian Gerard Kennedy '73
John Peter Kenney, Jr. '74
Ross Alan Kimball '74
Thomas Stanley Kosakowski '73

Robert Frank Krachman '74
Frederic Williams Lambie '72
Edwin Mah Lee '74
Jeffrey Carleton Lee '73
James Linden Lefferts '72
Donald Bruce Lowry '72
Richard Craig Ludmerer '72
Richard Ian Lustig '74
David Wayne Lynch '74
Robert Stephen Lynch '74
James Edward Lyons '74
Kirk John MacDonald '73
Stephen Thomas Marchand '73
Francis Roland Mariner '74
Paul Gerald Meadows '73
Gary Louis Merhar '74
William Roger Meservey '72
Rogers Blood Miles '73
David Lathrop Morse '73
William Errol Offenberg '74
Rexford Tudor Parker '74
Roger Christian Pasinski '74
Richard James Patard '74
Rodney Clarence Piette '72
Jonathan Simms Piper '72
James Louis Polianites, Jr. '74
David Lee Potter '72
Joseph Quan '73
Charles Whitney Redman III '73
William Jenkin Rees '74
Michael Kurt Heinrich Riedner '74
Kenneth Vincent Santagata '73
Edward Harvey Schuster '72
William Edison Severance, Jr. '74
Peter William Shaw '74
Mark Lee Silverstein '73
Alex George Haupt Smith '74
Frank John Suslavich, Jr. '74
John Edward Swick '72
Stevan Lemont Sylvester '73
Charles Jeffrey Tannebring '73
Theodore Ryan Tench '73
David R. Tyrrell '73
Jay Lee Van Tassell '74
Roberto Augusto Vargas '72
William Thompson Webster, Jr. '72
Stephen Mitchell Weitzman '74
Kevin Scott Wellman '74
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Lawrence Charles Wolfe '72
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Robert M. Cross '45, *Secretary*

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Term expires in 1974
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Term expires in 1977
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Alumni Secretary
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Editor of the Bowdoin Alumnus
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Other Council Members are the representatives of recognized local Alumni Clubs and three members of the undergraduate body.

The officers of the Alumni Council are ex officio the officers of the Bowdoin College Alumni Association. The Council Members-at-Large, the Directors of the Alumni Fund, the Faculty Member, the Treasurer, the Secretary of the Alumni Fund, and the Alumni Secretary serve as the Executive Committee of the Council and of the Association.

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One of the principal sources of both endowment and income in recent years has been the alumni; and the Alumni Fund, inaugurated in 1869 and reorganized in 1919, has contributed $3,716,921 for the capital needs of the College and a further sum of $3,496,733 for current expenses, as of June 30, 1972.

THE ALUMNI SERVICE AWARD

First established in 1932 as the Alumni Achievement Award and changed in name to the Alumni Service Award in 1953, this award is made annually to the man who, in the opinion of his fellow alumni, as expressed by the Alumni Council, best represents the alumnus whose services to Bowdoin most deserve recognition.

The recipients for the last ten years have been:

1963 John C. Pickard '22
1964 Emerson W. Zeitler '20
1965 Earle S. Thompson '14
1966 Glenn R. McIntire '25
1967 Willard B. Arnold III '51
1968 Philip S. Wilder '23 and Donovan D. Lancaster '27
1969 Sanford B. Cousins '20
1970 Louis Bernstein '22
1971 John L. Baxter '16
1972 Ross L. Wilson '40

ALUMNI AWARD FOR FACULTY AND STAFF

The Alumni Award for Faculty and Staff was established by the Alumni Council in 1963 and is awarded each year "for service and devotion to Bowdoin, recognizing that the College in a larger

sense includes both students and alumni." The award is presented at the annual Alumni Day Luncheon in the fall and consists of a unique Bowdoin clock and a framed citation.

Recipients have been:

1963 Athern P. Daggett '25
1964 Hubert S. Shaw '36
1965 Nathaniel C. Kendrick H'66
1966 Manton Copeland
1967 Samuel E. Kamerling
1968 Herbert R. Brown H'63
1969 Albert Abrahamson '26
1970 Nathan Dane II '37
1971 Daniel F. Hanley '39
1972 Robert M. Cross '45

DISTINGUISHED BOWDOIN EDUCATOR AWARD

The Distinguished Bowdoin Educator Award was established by the Alumni Council in 1964 to recognize "outstanding achievement" in education by a Bowdoin alumnus in any field and at any level of education—except alumni who are members of the faculty and staff. The award is presented at the annual campus meeting of the Bowdoin Teachers' Club in April and consists of a framed citation and five hundred dollars.

Recipients have been:

1965 Wilbert Snow '07
1966 Frank E. MacDonald '23
1967 George T. Davidson, Jr. '38
1968 Jeffrey J. Carre '40
1969 Herbert B. Moore '48
1970 John S. Holden '35
1971 David W. D. Dickson '41
1972 Asa S. Knowles '30

ALUMNI RECORD

The College wishes to have the most complete record possible of the addresses, occupations, and public services of its alumni. It solicits information in regard to these points as well as to matters appropriate to the *Bowdoin Alumnus,* an alumni magazine published at the College.

Communications should be addressed to the Alumni Secretary, Bowdoin College, Brunswick, Maine 04011. Alumni are particu-

larly urged to keep the Alumni Secretary informed of any changes of address.

THE SOCIETY OF BOWDOIN WOMEN

The Society of Bowdoin Women was formed in 1922. Its purpose is to provide "an organization in which women with a common bond of Bowdoin loyalty may, by becoming better acquainted with the College and with each other, work together to serve the College in every possible way."

The society has made specific gifts to the College, such as silver and china for the president's house. In 1961 it established the Edith Lansing Koon Sills Lecture Fund, honoring Mrs. Kenneth C. M. Sills, wife of a former president of the College, and in 1971, following the decision to admit women undergraduates, the society created a scholarship fund restricted to qualified women students. A year later this fund was named the Elisabeth Clark Wilder Scholarship Fund in memory of Mrs. Philip S. Wilder, former president of the society. The society also sponsors a luncheon at Commencement for all women on the campus.

Membership is open to any interested woman by the payment of annual dues of $2.00. There are nearly one thousand members in the society, and it is their enthusiasm, together with their dues and contributions, which makes possible the society's program.

Officers for 1972-1973

Honorary President, Mrs. Roger Howell, Jr.
President, Mrs. Leonard C. Mulligan
Vice President, Mrs. Merton G. Henry
Vice President at Large, Mrs. Athern P. Daggett
Secretary, Mrs. Robert A. LeMieux
Treasurer, Mrs. Douglas L. Morton
Assistant Treasurer, Mrs. Alden H. Sawyer, Jr.

BOWDOIN FATHERS ASSOCIATION

Organized in 1946, the Bowdoin Fathers Association has as its purpose "to contribute to the development and perpetuation of the spirit which has made Bowdoin the college that it is."

Since 1950 the Association has given a prematriculation scholarship, usually equal to tuition, to be awarded to a deserving candidate from outside New England. In 1962 the Association established an annual grant to be awarded under the direction of the

president of the College to undergraduates or graduates to enable the recipients to participate in summer research or advanced study directed towards their major field or life work.

An annual meeting is held in October in conjunction with Parents' Weekend, which owes its success largely to the efforts of the Bowdoin Fathers Association. All fathers of Bowdoin undergraduates are eligible for membership in the Association. Annual dues are $10.00, and each father residing outside the continental United States or Canada is automatically an honorary member of the Association without payment of dues during the period his son is attending the College.

OFFICERS FOR 1971-1972

President, Nathaniel Fensterstock
1st Vice President, Josiah A. Spaulding
2nd Vice President, Bernard H. Lipman
Secretary, Robert P. Lampert
Treasurer, Herbert E. Mehlhorn

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